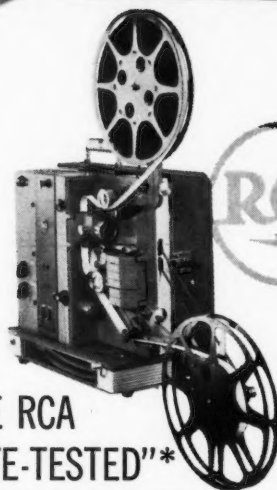
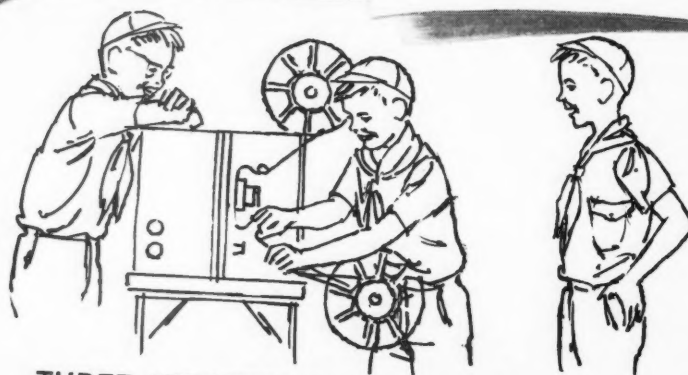


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# Evaluations OF AUDIO-VISUAL AIDS

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

## SOCIETY FOR VISUAL EDUCATION, INC.

1345 Diversey Parkway  
Chicago 14, Ill.

### How We Get Our Clothing

This is a set of four color filmstrips designed for grades 3 and 4 social studies, and presenting the stories of cotton, wool, leather, and rubber as sources of our clothing. Special frames at the beginning of each filmstrip state the specific objectives to both the teacher and the pupil. New words that are introduced are brought to the attention of the pupils in the beginning of each unit, and these words are underlined in the ensuing text to assure ready recognition.

#### THE STORY OF COTTON (34 frames)

This filmstrip covers the story of cotton clothing from the plant in the field to a finished pair of blue jeans. Step by step, the pupils are shown how cotton is grown and harvested, how it is ginned and spun into yarn, and how the yarn is woven into cloth. A special sequence of scenes, taken in a large clothing plant, illustrates how children's blue jeans are manufactured, from a bolt of cloth to the finished product.

#### THE STORY OF WOOL (34 frames)

Beginning with a close-up picture of a large, fleecy sheep, this filmstrip tells the story of wool and woollen clothing. Beautiful color pictures of a large sheep ranch and the sheep herder and his dogs capture the interest of the pupils. Subsequent scenes show the spinning of woollen yarn and the weaving of cloth both in a large factory with complicated machinery and in a small home with simple knitting needles.

#### THE STORY OF LEATHER (34 frames)

This is the imaginary journey from the ranch to the shoe store. This filmstrip describes the story of leather and shows how the skins of animals are prepared for the tanneries; how leather is actually tanned, dyed, and dried; and how the leather is made into a pair of shoes. An interesting sequence of pictures taken in a large shoe factory depicts how the various parts of a shoe are cut and stitched and how the finished shoes are polished and packed into boxes.

#### THE STORY OF RUBBER (33 frames)

In this filmstrip, the story of rubber is told from its inception on a faraway rubber plantation to its completion on the shelf of a nearby clothing store. Color scenes show how a rubber tree is tapped, how the rubber is processed and shipped to this

country, and how a pair of boots is made. Pictures taken inside a footwear plant illustrate how the rubber is prepared for making boots, how the boots are actually assembled, how they are vulcanized, and how they are prepared for shipment to local stores.

Each filmstrip sells for \$5; the complete set of four filmstrips is priced at \$16.25.

## FILM ASSOCIATES OF CALIFORNIA

Los Angeles 25, Calif.

### A Day With Fireman Bill

This ten-minute 16mm. sound, black and white (\$55); color (\$110) is designed for primary grades social studies. The film follows Fireman Bill Pritchard from the time he says good-bye to his family early in the morning until his return home from the fire station 24 hours later. It gives a behind-the-scenes look at the daily routine of the fire crew, including caring for the equipment and keeping the station clean.

### People Who Work at Night

This 13½-minute, 16mm., sound, black and white film (\$62.50) is of value in primary and middle elementary social studies. It illustrates a few of the many activities that are carried on by people who work at night. When most of us are getting ready for bed, these people are leaving their homes to go to work. We see a taxi driver, a gas station attendant, a druggist, a bus driver, a hotel clerk, and many other workers as they go about their jobs. We visit a newspaper plant, a dairy, a bakery, and a factory, and we see the people who work there. People who work at night help make living in the city better and easier for all of us.



Christ giving sight to the man born blind. A scene from one of the "Good News of Christ" filmstrips, by Cathedral Films, Inc., Burbank, Calif. (See the "Catholic School Journal" for May, p. 44.)

Each of these films is accompanied by a film guide sheet giving a synopsis of the film, questions, and vocabulary list.

## VISUAL EDUCATION CONSULTANTS, INC.

Madison 4, Wis.

### New Zealand Today

This 38-frame black and white filmstrip which sells for \$3.75 provides an interesting pictorial tour of New Zealand. Each picture has an explanatory caption. The filmstrip locates and describes the two main islands and provides an understanding of the prominent physical features noting how they affect the lives of the people and constitute attraction for tourists. The New Zealanders are shown raising wheat, sheep, cows, fruit, and forests, and manufacturing clothing. High educational and health standards, interest in music and sports, modern transportation facilities, and the ability of the native Maoris and the white men to live together peacefully are among the items which are covered. The four page study guide which accompanies the filmstrip describes each frame, lists vocabulary difficulties, suggests map work preparatory to viewing the filmstrip, and lists ten quiz questions.

## ENCYCLOPAEDIA BRITANNICA

1150 Wilmette Ave.

Wilmette, Ill.

### Chemistry on Films

High school chemistry teachers will be interested to know that American high schools will have an opportunity next fall to offer for the first time a complete, up-to-date chemistry course on sound motion-picture film. This was recently announced by Dr. John C. Bailar Jr., President of the American Chemical Society, and Maurice B. Mitchell, President of Encyclopaedia Britannica Films, Inc.

The Society co-operated with Encyclopaedia Britannica Films in planning and producing the filmed full-year course, which was made possible through the support of the Fund for the Advancement of Education.

An outstanding chemistry teacher, Dr. John F. Baxter of the University of Florida, presents the film series of 160 dynamic demonstration-lectures, each a half hour in length. Through the use of such special motion-picture techniques as time-

(Continued on page 6)



## AUDIO-VISUAL AIDS

(Continued from page 5)

lapse and close-up photography, animation, and photo-micrography, the films give the student a unique opportunity to obtain a clear understanding of the theories and concepts of contemporary chemical science. Industrial plant sequences and an array of instruments and models such as few high schools could afford also add to the effectiveness of Dr. Baxter's presentation.

These visual teaching aids enable Dr. Baxter to offer an unusually challenging

course, covering many areas of chemistry heretofore considered too complicated for high school instruction. To make use of this material, an entirely new, streamlined course was developed by Dr. Baxter, with the assistance of an American Chemical Society committee of top-level college and high school teachers and researchers, headed by Professor Alfren B. Garrett of Ohio State University.

The Society — a federally chartered association of more than 86,000 chemists and chemical engineers — is directly concerned with the problem of training professional

scientists and engineers from the secondary school through the university. It also is concerned, however, with the problem of acquainting every high school student with the meaning and importance of scientific progress, Dr. Bailar explained.

The national interest also requires that the voters of tomorrow possess some knowledge of science, since many of the issues they will be called upon to decide will be created by the march of science. It is for these reasons, that the ACS has devoted much effort in recent years to helping American high schools strengthen their science programs.

As a result of this work, Dr. Bailar said, the Society is thoroughly aware of the problems confronting school systems as they try to provide an education adequate for a technological era. The Society, therefore, welcomed the proposal of the Fund for the Advancement of Education and Encyclopaedia Britannica Films, Inc., to produce an entire year's high school chemistry course on film.

EB Films previously produced a high school course in physics, taught by Dr. Harvey E. White, vice-chairman of the Department of Physics at the University of California. This course is now being widely used in high schools throughout the country.

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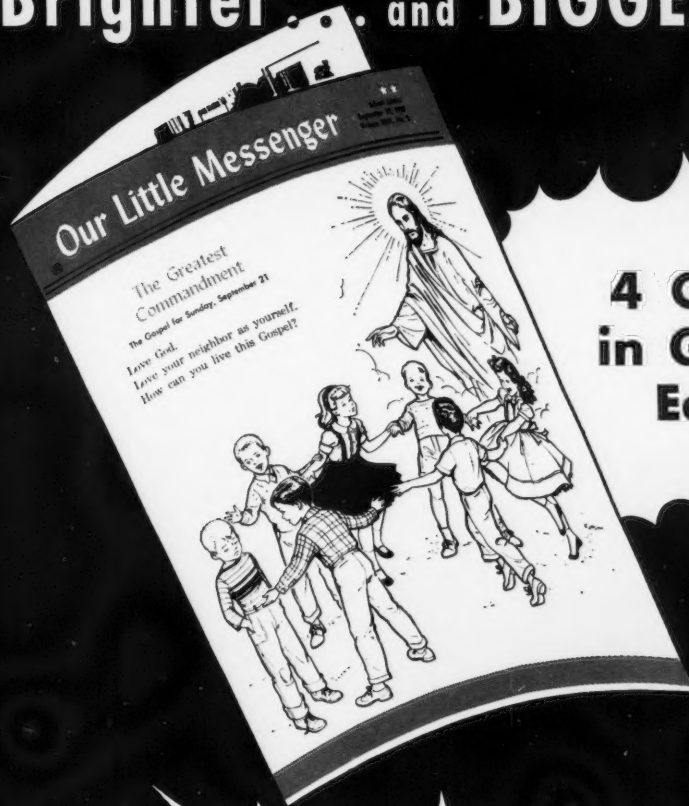
## Parliamentary Procedures in Action

Three color filmstrips, \$16.50 for the set. These functional filmstrips based on the book, *The How in Parliamentary Practice*, would be useful for almost any group or individual interested in knowing how to preside at a meeting. Shows how to call the meeting to order, present reports, introduce and handle motions and new business, close the meeting, and do a variety of things a chairman needs to do effectively if a meeting is to run smoothly and accomplish its purposes. Unlike many pictorial attempts to present correct parliamentary procedures, these strips show many different situations rather than using the thread of one specific meeting which is expected to present all the parliamentary procedures one needs to master.

A group of college students who viewed these pictures expressed great appreciation of their functionality. They indicated that they would have been helped greatly had they had this information presented to them in high school or even earlier. With the expansion of student government activities, many elementary teachers are teaching their pupils to apply parliamentary procedures correctly in actual classroom situations which as a result run much more smoothly and effectively.

(Concluded on page 8)

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**MORE APPEAL... MORE TEACHING HELP**  
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Be sure of your copies of these — and the other Messengers — from the very first week of school. Subscription rates are staying at the same low level. And you may adjust your order in any way you like once classes are fully organized in the fall. Estimate your needs, and place a tentative order now.



**GEO. A. PFLAUM, Publisher, Inc., 38 West Fifth Street, Dayton 2, Ohio.**

## AUDIO-VISUAL AIDS

(Concluded from page 6)

### BAILEY FILMS, INC.

6509 De Longpre Ave.  
Hollywood 28, Calif.

#### Helicopter Carries the Mail

HELICOPTER CARRIES THE MAIL is an 11 minute, 16mm. sound film, available in black and white or color. It is suitable for primary, elementary, and perhaps junior high social studies or science. The accompanying film guide leaflet supplies a vocabulary list and gives suggested student activities.

The film shows Roger and Gerald at the airport as they await the arrival of the baby chicks they have ordered. They see the large plane land and unload. They visit the airport post office where they see the careful handling of the mail including their chicks which must go through the main post office and be delivered to their home by the mail carrier.

The boys watch the loading, take off, and landing of the helicopter which takes the mail to the main post office. The operation of the helicopter is explained in simple terms. Also stressed is the importance of communication between the helicopter pilot and the control tower. The film points

out that the helicopter is the only aircraft that can rise straight up or descend straight down, thus eliminating the need for long runways.

### JAM HANDY ORGANIZATION

2821 East Grand Blvd.  
Detroit 11, Mich.

#### Health Adventures

Here is a series of nine very well-organized filmstrips consisting of the following:

##### Part 1—The Head

1. Your Teeth and Their Care...63 Frames
2. Your Eyes at Work.....67 Frames
3. How Your Ears Work.....61 Frames
4. Your Nose and Throat.....69 Frames

##### Part 2—The Body

5. Your Skin and Its Care.....68 Frames
6. Your Food and Digestion...69 Frames
7. Your Bones and Muscles...71 Frames
8. Your Heart and Lungs.....74 Frames
9. Sleep and Rest.....57 Frames

Designed for elementary and junior high, these pictures each with explanatory caption weave basic physiological information into the matter of daily living. They show how the human body works and how we can co-operate to keep it in optimum condition. Each filmstrip begins with the purpose and function of a specific part of the body. The final frames show how to care for this specific part. The concluding frames present a concise summary. Individual filmstrips sell for \$6.95; the complete series of nine is priced at \$59.40.



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- Stravinsky..... Infernal Dance, Finale (Firebird Suite)
- Beethoven..... Ode to Joy (Symphony No. 9 in D Minor)

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### NEW A-V EQUIPMENT DIRECTORY

The completely revised fifth edition of *The Audio-Visual Equipment Directory*, published February, 1959, by the National Audio-Visual Association, Fairfax, Va., supplies comprehensive, up-to-date information concerning practically all current models of audio-visual equipment.

More than 500 models of A-V equipment are completely described. Specifications, list prices, and a photo are shown for each.

Specialized equipment for language laboratory installations is covered, and a section is devoted to reading and tachistoscopic devices. Also included are serial number indexes for all major 16mm. projectors, complete projection and exciter lamp tables, and projection image size charts. Local audio-visual production equipment and materials, and film library equipment, are covered in special sections.

Edited by Henry C. Ruark, Jr., NAVA Director of Information, the book contains more than 225 pages in 8½ by 11 in. plastic-bound format permitting it to open flat for easy reference. It is priced at \$4.75 per copy, or \$4.25 if payment accompanies order.





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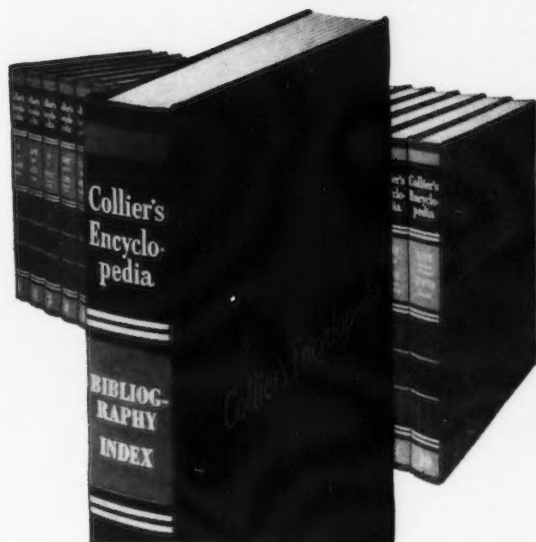
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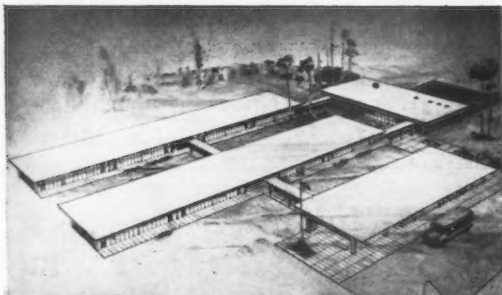
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# To Teach is to Learn—and to Love!

By Sister M. Jeanette, C.H.M.

Sacred Heart Convent, Great Falls, Mont.

A teacher learns much as she goes about the work of assisting others in learning. Teachers learn the joy of giving. No selfish person can be a good teacher. Pupils expect, and rightly, that a teacher's time and energy are theirs. But a teacher's giving of self is not in martyr fashion. There goes with it a joyfulness of spirit, a cheerfulness of manner, and a lightness of heart. Catching the exuberance of youth, teachers share with their pupils the thrill of gaining knowledge, of acquiring skills, and of mastering techniques.

## The Inquiring Mind

Teachers appreciate the active, inquiring mind. Questions don't bother teachers; they delight them. It's a healthy situation, teachers know, when the subject matter is scrutinized by questing intellects. As the unit lessons are planned for the class, the good teacher, too, asks questions. She anticipates the individual problems relative to the subject and goes farther into the matter in an effort to help her students resolve their doubts. Good teaching requires constant study, and all teachers are agreed that no subject is well learned until it has been well taught.

Teachers learn patience. If there is someone who doubts that man has freedom of will, he should step into the classroom as

teacher. Even pre-school children, for all their docility, demonstrate that their wills are free. "Would you like to do this?" the courteous teacher asks. And little Mary or Johnny, having no regard at the moment for politeness, solemnly answers in truth, "No."

The simpler things in life are enjoyed and appreciated by teachers. The children are enthusiastic about a unit's culminating activity or about a story in the literature textbook, and their enthusiasm matches that of the teacher. If the teacher is "alive," the class is "alive," and in direct proportion.

Each primary teacher knows what it is to be loved by her pupils. And she is sure that their devotion is not born of expediency, that it is not a kind of apple polishing. Young children seek friendship for itself. A teacher represents authority, and authority to them is good. She represents intelligence: her mind reigns within the kingdom of her classroom, and, humbly for her, her young pupils never question her "infallibility."

## A Teacher's Memory Book

A teacher learns to store up memories. Part of her future "retirement" plan involves the treasuring of the little everyday bits of humor, the little insights into human

nature, the recognition of the loveliness of children. Have you ever taught a class of five-year-olds? It's a delightful experience. Lines from Sara Teasdale's poem "Barter" come to mind as I remember my kindergarten classes: "children's faces, looking up, holding wonder like a cup. . . ." These tiny faces also held innocence, beauty, goodness, admiration . . . sometimes mischief.

Little girls and boys, including Mexican children, crowd my memory as I look back upon four years of primary teaching. There's Mary Jo, a perfect little lady who came to class each morning precisely groomed, wearing white gloves and clutching the smartest of little girls' bags. I remember her refinement of manner, the excellent home training she evidenced. Especially, I remember her devoted mother who never failed to be there at dismissal time to insure that Mary Jo, her oldest child, would reach home safely.

Mentally I smile as I remember David. David, little-boy-like, big and burly, even at five. He must be through college now, and I'm sure he made the football team. Dear David. He thought I could sing; I've never forgotten his childish complimentary encouragement. How I hope other teachers, too, pleased him with their singing of his favorite song, "God Bless America."



First Holy Communion Procession on Holy Thursday at Immaculata School, Durham, North Carolina. Each child carried a paten with an unconsecrated host in imitation of the early Christians. Dominican Sisters are the teachers.

Then, Bobby. What a storyteller Bobby was! Nightly he encountered lions and tigers on his journey home, and, boastfully, he would tell of these conflicts when the group assembled for a sharing of experiences. Never, Bobby assured us, was he afraid. I recall how peaceful his "imaginary" beasts were, for Bobby knew no violence. Amazed at the extent of his simulated experiences, I, too, would listen, as spellbound as his classmates. Never did I think of contradicting or correcting him. Who was I to say that lions and tigers didn't walk the streets of Davenport when Bobby went home from school?

The Mexican children . . . Joey Valdez who couldn't speak English when he came. Joey, who stayed close to me in the room, who asked and was permitted to return for a second year of kindergarten.

Guadalupe and Esperanto, two beautiful, Spanish-speaking sisters who were a comfort to each other in a room full of English-speaking pupils and teacher. Delightedly, they attempted to teach us how to say simple words in Spanish. How they would laugh at our attempts . . . laugh, and try again.

Jessie, plain-looking, Spanish-Indian child, with unbelievably bad living conditions. Jessie, who enjoyed the companionship of the teachers, who thrilled at our coming to visit the Mexican settlement on Sunday afternoons.

Carmella, the prettiest child I have ever

taught. She, whose beauty was in a few years to cause the death of an unwanted suitor and the imprisonment of her murder-charged father. Little did we know in that kindergarten playroom that tragedy was to mar her life. But in those days (and in these) how innocent!

There was Betsy, the tiny girl who made me sad, for she belonged in a better school. Definitely, she was the type who should have gone to a convent school. Her grammar, her diction, her polite ways were examples to those children of the parish who lived in dire poverty, a poverty of mind and spirit, as well as a poverty of material things. Just recently I learned that Betsy has entered a convent . . . at last, she is where she belongs.

#### All of Them Are Children

There's compensation in teaching the very young. Their progress is knowledge and skills is almost visible. Teachers learn to share the joy that children have as they experience growth in learning. Eyes brighten, faces sparkle, steps are made buoyant as school work is mastered.

Yes, grade school teaching is rewarding, for the teacher's work is all important. It lays the foundation for later studies. But junior and senior high school students are most challenging to a teacher. The giving of instruction to boys and girls of these ages is a puzzling matter. Compared with primary classes, these pupils seem a differ-

ent species. And this teaching, too, has its rewards, its memories. Seventh and eighth graders I have taught come to mind.

George, loyal, goodhearted, and devoted. George, who frequently made it to the orphanage's evening study period. George who taught me that boys have to argue vociferously during a recess-time baseball game.

There's warmth in my heart yet for Jack whose father suffered a nervous breakdown the year the boy was in eighth grade. How much Jack contributed to the school's programs with his marimbaphone playing. How pleased I was when he brought his rock collection to science class. I remember how he calmed his nervous teacher before a Saturday demonstration lesson with the words: "Have we ever let you down?" . . .

Efficient, capable Alberta, who could arrange such meaningful bulletin board displays. Alberta, whose years at the orphanage made her experienced in child care. Alberta, who grew up to leave her Faith.

#### They Grow to Maturity

Teachers learn to appreciate God-given talents, to realize that some select few don't need a teacher, only a guide and one to give encouragement.

As years pass, teachers learn to "count their blessings." A roll call of previous years discloses that there are priests, Brothers, Sisters, aspirants, novices, and seminarians numbered among former students. There are young lay teachers who were complimentary in choosing their college major and field of instruction. There are student accountants, journalists, technologists, homemakers, heads of families.

Every experienced teacher views with apprehension the number of young men and women for whose early training she is partially responsible. Such teachers learn that worry over past errors is of no use. With determination they resolve to do better, to attempt to make the mistakes fewer this year.

Teaching leaves its mark. You find yourself wanting to help others with even simple tasks. You hear a question, and, even though it isn't directed to you, you feel compelled to answer, for you're a teacher, accustomed to assisting others, ready to be of service.

Teachers learn to be grateful that theirs is a profession which benefits others as it benefits themselves, for in stimulating learning in others, teachers quicken their own intellects. As they deal with human minds—their own and their pupils'—teachers come to appreciate the Creator of those minds. Teaching leads to God and keeps the teacher close to Him.



# 20th Century Mathematics for the Elementary Grades

By Henry Van Engen, Ph.D.

In the past quarter of a century, mathematicians have come to consider mathematics, especially algebra, the study of structures. Structure as a mathematician uses this word is a difficult concept to define, but it can be described as the search for patterns; patterns which can be used to solve problems which pervade the social sciences, physical sciences, biological sciences, our military problems—in fact, all the problems in every area. If a mathematician is called in on a problem, he will ask himself, "Does this problem fit any of the patterns I know?" If it does, he immediately sets about to apply the pattern. If the problem does not fit any previously known pattern, it becomes a challenge to devise a pattern. This approach solves whole classes or groups of problems simultaneously. It is a powerful method resting on abstractions and generalizations of a high order. It is this ability to see patterns in similar and yet seemingly diverse situations that the schools have failed to nurture.

## Fragmentized Arithmetic

What happened to arithmetic while mathematics was being developed as the study of patterns? In the twenties and thirties, the period during which modern algebra was blossoming, arithmetic was being psychologized into myriads of little items. It was fragmentized to such extent that one research study of this period points out that to teach the addition of proper fractions some 80 different facts must be taught. The instructional theory based on this concept of learning was easy to comprehend although difficult to put in practice. To teach addition of fractions, it was sufficient to drill the child on each of the 80 facts. As a basis for teaching mathematics this concept of teaching is as revolting as it is simple.

## Social-Utility Arithmetic

The past quarter century in arithmetic

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also produced another movement definitely unsound mathematically and psychologically—the "social-utility" movement. The proponents of this widely accepted idea argue that: (1) only arithmetic which is useful should be taught in the elementary school; (2) the way to make arithmetic interesting is to make it useful; and (3) teach the meaning of arithmetic through the social uses of the subject. For the schools of today this philosophical position is definitely unacceptable. It is unacceptable because we do not have a crystal ball which tells us what is useful. What is more important, children like mathematics because it is mathematics and not because in later years it may turn out to be a very useful tool for them. Up to the point to which a child can understand the basic principles of mathematics, he will have no difficulty making applications of mathematics to daily life. Children encounter trouble with the applications when they do not understand mathematics, or when they are taught a nonmathematical-arithmetic, if I may be allowed to use a term which carries within itself a basic contradiction. Yet, in its exclusive attention to computa-

tion, arithmetic, as practiced in the schools, is not mathematics.

## Numbers Have Many Names

Arithmetic gets a poor start in the first grade by failing to recognize that numbers have many different names, and that it is important to study the patterns of these names and the sense conveyed by a name. An illustration may help clarify this idea.

If two apples are on a plate and we put three more apples on the plate, the number of apples on the plate may be symbolized by  $2 + 3$ . This is a name of the number which is the answer. On the other hand, the symbol  $3 + 2$  is another name for the same number, but its sense is different from that of  $2 + 3$ . One must remember that these names are not standard names for the number under consideration. The standard name is 5. On the surface there may seem to be little or nothing new in this, but let me point to the following:

1. The child should recognize that  $3 + 2$  is a correct answer to the problem described by the statement "put two apples with the three apples on the plate," and that, in this instance, he should not use the symbol  $2 + 3$  because the sense of this symbol more closely fits the problem described by the statement "put three apples with two apples." In other words, we teach the child to note the structure of the physical situation and to choose an appropriate symbol describing events. He then selects a standard name for the symbol.

2. You will note that our instructional procedures are such that we distinguish between the name of a number and the number itself. Of course, the child is not burdened with this distinction even though he should learn that numbers have many names.

3. Note that we are on the threshold of an important mathematical idea, namely that of commutativity.

4. This illustration puts the so-called basic facts (or combinations) and all arithmetic computation into proper perspective. Computation in arithmetic is merely a name changing device. We accept as answers such symbols as  $14 + 49$ ,  $32 \times 156$ ,  $\frac{1}{2} \times 8$ , and  $8 \div 2$  provided the sense of the symbols are maintained, but we always urge the child to find a standard name for his answer. Parenthetically, let me remark that this point of view immediately necessitates discarding a very common but fallacious idea in arithmetic exemplified by the dictum, taught in high circles, that  $\frac{1}{2} \times 8$  is the same as  $8 \div 2$ . If one means by this that  $8 \div 2$  and  $\frac{1}{2} \times 8$  can be used as names for the same number, then there is little objection except that the observation is not very profound. After all there

are millions of names for this number. Here are a few:  $2 + 2$ ,  $5 - 1$ ,  $2 \times 2$ ,  $16 - 15 + 3$ , etc., ad infinitum. On the other hand, if one means that the sense of the symbols  $\frac{1}{2} \times 8$  and  $8 \div 2$  are the same, then the statement is utterly erroneous and as such supplies a confused foundation for instruction.

### Number Pairs

Schools have not exploited the use of number pairs as they occur in common everyday experiences, and in many instances where they have been exploited the various uses have not been clearly distinguished to enable the child to grasp their significance. An illustration of what I have in mind will help.

Suppose we have a pile of apples which are to be divided so that, for every two apples I get you will get three apples. This is a simple use of a pair of numbers, expressed by a symbol often called a ratio. Note that even though the ratio has the appearance of a common fraction numeral, it is not a common fraction numeral. This use of number pairs is not difficult for even the kindergarten-primary grades, and it leads to some very important mathematical ideas. The child soon sees that this pile of apples could have been divided between the two of us more expeditiously by my taking four apples for every six apples you take, or six for every nine, and so on. In other words, he learns that there are many, many ratios that express the essential idea of the problem. Here again we are dealing with the many names for a mathematical entity. Instructional procedures should be so orientated that the names are collected into a set. Furthermore, the child learns a test for determining the family to which a given ratio belongs.

In this problem we are dealing with what a mathematician calls an equivalence class. However, the names "equivalence class" and "set" or "family" are not important. What is important is that the child learns to use pairs of numerals as ratios in an intelligent way and in such a way that the road is open to more powerful uses of the fundamental mathematical ideas in later years.

### Numeration Systems and Number Systems

Closely associated with some of the ideas presented so far is the distinction between a numeration system and a number system. In the world of the elementary teacher, the term "number system" is used in the "numeration system" sense and many of the ideas of a number system are rather thoroughly neglected. In fact, even numeration systems are quite thoroughly neglected in

elementary instruction. In mathematics, we are faced with the problem of providing names for many numbers. Unless some systematic way is devised, the task of remembering the names would be beyond human ability. This system for naming numbers is a numeration system. One must remember, and children should be taught, that there are many numeration systems. Some teachers do yeoman work with numeration systems. On the other hand, when the mathematician thinks of number systems he thinks of certain operations as possessing such properties as associativity, commutativity, and distributivity. It is these properties of the operations that are inadequately treated in the elementary and secondary schools. True, the elementary schools do call the child's attention to such facts as  $3 \times 2 = 2 \times 3$  but little or nothing is done with these ideas beyond learning the facts of arithmetic. Such a fundamental idea as the distributive law is completely ignored. There are, of course, reasons for this state of affairs—but are they sufficient reasons?

### Problem Solving

In the area of so-called problem solving, the schools have not been successful in devising a sensible approach. In spite of all the proposals and the research, it is probably not too far amiss to summarize the results of present day research by the single statement: the best way to teach children how to solve problems is to give them lots of problems to solve. Certainly a fresh approach to problem solving is needed.

There is some reason to believe that the failure to achieve any degree of success on the part of the various proposals for improving problem-solving ability is that the attention of the child was directed at the wrong element in the problem, namely its answer. Now this may seem paradoxical, but it is put forth as a serious criticism of our efforts to teach children to solve problems. Arithmetic has been so "answer minded" that teachers have forgotten that "first things must come first." This "answer-mindedness" is in keeping with the mistaken idea of what arithmetic is all about; namely, computation. Some 25 years ago, the idea was rather widely held that one should not attempt problem solving until all the basic facts had been memorized. After all, how could one solve a problem if he could not compute? While this attitude is not held today, we are still not far from it.

In our previous discussion, we have hinted at a more sensible and mathematically sound approach to problem solving. You will recall that we said that  $3 + 2$

and  $2 + 3$  were different names for the same number, but that these symbols have different senses. Let us follow this thought a little further. Consider these two problems.

1. Mary has six apples. Her mother gave her five more apples. How many apples does Mary now have?

2. Mary has some apples. Her mother gave her five more apples. Mary now has 11 apples. How many apples did Mary have?

There can be no doubt that the symbol  $6 + 5$  is an appropriate symbol to transmit the sense of the situation in the first problem. But it is customary to change its name, and we indicate this by writing  $6 + 5 = N$ , where the  $N$  says to the child, "Find another name for  $6 + 5$  and use it to replace  $N$ ."

However, in the second case the situation is entirely different. A little thought will convince you that  $11 - 5$  is not a good symbol for communicating the sense of this problem. The sense of this problem is not that of "giving away" five apples. As we look at the two problems we begin to feel that whatever symbols are used for these problems, the symbols should possess some similarity because the two problems are similarly structured as to physical events. After examining the problem, one feels that the symbol  $N + 5$  preserves the sense of the second problem and that, when a replacement is made for  $N$ , the new symbol ( $N + 5$ ) must be another symbol for 11. So we write:  $N + 5 = 11$ , and after the replacement,  $6 + 5 = 11$ . This approach teaches children to look for the sense of a problem and to select symbols which express this sense. In other words, we want the child to grasp the structure of the problem before he looks for the answer. The answer is obtained by finding the proper replacement for the place-holder symbol in the equation.

Certainly the basic differences between good problem solvers and poor problem solvers must reside in differences in ability to recognize the element which we have called structure. The good problem solver knows "what's going on" in the problem even though he may not have been taught appropriate means for expressing this "going on." An answer-minded orientation in arithmetic has prevented us from giving the child a means for arriving at decisions as to how to get the answer. Experience has shown that no reliance on words and cues will ever help the child make these decisions.

The method of problem solving we have tried to illustrate here is a mathematician's approach to problems in miniature. One first searches for the fundamental structure



**Civics Club Activities**

The Catholic Press Month committee of the eighth-grade Civics Club at St. Thomas Aquinas School, Buffalo, N. Y., prepared this exhibit and organized a panel discussion entitled "The World Is Your Neighborhood." The discussion reviewed the history of the written word and brought out its importance to the Mystical Body of Christ. Sisters of Mercy are in charge of the school.

of a problem situation; then he finds the appropriate symbols to express this structure. Once the problem has been structured, a knowledge of previous problems and problem-solving techniques can be applied. Certainly, no cue method or mere admonitions to THINK holds the mathematical power that the search for the structure of the physical situation can command. The failure of the older methods over the past years should be reason enough to banish them from the classroom and search for methods with more mathematical power.

#### **Patterns vs. Drill**

The study of mathematics is a constant search for patterns and this search involves the ability to abstract and to generalize. This fact should cause all teachers to look carefully at their classroom activities. In fact, with the change in content of the curriculum there must come an entirely different concept of instruction. No drill-master will ever be a mathematics teacher. Drill can do little more than teach children how to change the names of numbers. While this must be attained, it is not the end but only a means to an end. Once teachers sense this, there will be a profound improvement in both content and method of instruction.

#### **Lock-Step Curriculum**

Our arithmetic is predominantly paced

to the abilities of the average or below average child. This condition has come about because of the pressure to teach arithmetic to the children of all the people. This is a very laudable objective, and most certainly we must teach arithmetic to the children of all the people. However, we cannot forget that we are obligated also to teach mathematics to the child of ability. There is no reason why the rapid learner should get caught in our lock-step curriculum except for inertia and a philosophy of education which declares that not to teach all children the same mathematics would be undemocratic. Some elementary schools are now experimenting with the rapid advancement of the academically talented child. This is a hopeful sign. There is no reason why talented children should not complete most of what is now considered to be seventh- or eighth-grade work in the first six years of school. Many well-established patterns of thought about elementary education will have to be overcome before this can be done on a systematic basis, but it must come. Logic and common sense can provide no other answer.

If this day comes, it will mean that teachers of elementary arithmetic will need to know more mathematics. Teachers of today may know computation but they don't know mathematics. Certainly, the improvement of the course content of arithmetic is in great part dependent on

the increase in knowledge of mathematics on the part of the teacher.

#### **Summary**

We have tried to indicate to you how arithmetic can be revitalized by initiating a program which introduces some basic mathematical ideas into the elementary curriculum. However, new ideas alone will not revitalize the program. We must discard erroneous ideas about pupil promotions, grade placement of topics, and even erroneous mathematical ideas. Furthermore, basic philosophical and psychological positions must be modified. We must have good mathematics in the elementary school to enable the child to apply this mathematics in daily life; the applications will not teach mathematics. We must learn how to cope with wide differences of ability and we must learn how to teach lots of mathematics to the child with ability. And above all we must get teachers to discard the idea that arithmetic can be taught by drill and drill alone. The abstractions, generalizations, the sense of structure, cannot be drilled into a child. For this we need a fundamental change in our concept of what constitutes mathematics teaching. It took years of indoctrination to establish present educational positions on arithmetic; it will take years of constant effort to reorientate the program and the teachers to a position which carries mathematical power.



# Use of Suffixes in Building Vocabulary

By James A. Fitzgerald, Ph.D.

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Expression is facilitated by the development of word meanings. The derivation of words by combining root words with suffixes, with prefixes, or with both is a process for enrichment of language. Approximately 24 per cent of the Thorndike Twenty Thousand most important words have prefixes.<sup>1</sup> Approximately 840 words, more than 31 per cent of the 2650 basic writing words, are derivatives formed from base words or roots by the addition of such simple suffixes as **-able**, **-age**, **-ance**, **-ant**, **-ard**, **-ary**, **-ation**, **-dom**, **-ed**, **-en**, **-ence**, **-ent**, **-er**, **-ern**, **-ery**, **-es**, **-est**, **-ful**, **-hood**, **-ing**, **-ion**, **-ity**, **-ive**, **-let**, **-ly**, **-ment**, **-ness**, **-or**, **-ous**, **-s**, **-ship**, **-some**, **-teen**, **-ty**, **-wards**, **-wise**, and **-y**. In fact, 473 words of this basic list are derivatives which have the simple endings **-s**, **-d**, **-ed**, and **-ing**.<sup>2</sup>

## SOME COMMON SUFFIXES AND DERIVATIVES

Some common suffixes and derivatives frequently used are presented in List A with base words from which they are formed.

It should be noted that adding the suffix may be accomplished differently from word to word. For example, **-ing** is added to **bring** without change; it is added to **shop** after doubling the final **p**; it is added to **shine** after the final silent **e** is dropped from the base word.

It is interesting to note that, although the derivatives listed above (the suffixes plus the base words), are among the commonest 2650 basic words of writing, some of the base words are not included in this common core. For example, although the derivatives **comfortable**, **important**, **importance**, **arranged**, and **trimmed** are listed in the basic core, the base words **comfort**, **import** or **port**, **arrange**, and **trim** are not within the 2650 most useful words in writing. The base words **pack**, **stand**, **station**, **form**, and **free** are among this core of words, as are their derivatives — **package**, **standard**, **stationary**, **information**, and **freedom**. Accordingly, although the base words are simpler than the derivatives they are not always more frequently used than the derivatives. Thus, the importance of derivatives is evident. Nevertheless, the correct use of the derivative requires an understanding of the base word or the root. Such understanding is achieved through experience, study, and use of the words.

## USING SUFFIXES TO DERIVE WORDS

Attempts to write — to communicate with others by means of written symbols, to record facts intelligently, or to write an article or a report effectively — are in the beginning quite crude and laborious efforts for most learners. Patience by the teacher and rich experience on the part of the learner go a long way to

<sup>1</sup>Russell G. Stauffer, "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes That Should Be Taught in the Elementary School," *Journal of Educational Research*, 35:453-458, Feb., 1942.

<sup>2</sup>James A. Fitzgerald, *A Basic Life Spelling Vocabulary* (Milwaukee: The Bruce Publishing Company, 1951), pp. 50-127.

## A. Common Suffixes and Derivatives

Suffix	Derivative	Base Word
-able	comfortable	comfort
-age	package	pack
-ance	importance	import
-ant	important	import
-ard	standard	stand
-ary	stationary	station
-ation	information	inform
-dom	freedom	free
-ed	arranged	arrange
-ed	trimmed	trim
-en	chosen	chose
-en	frighten	fright
-ence	difference	differ
-ent	superintendent	superintend
-er	greater	great
-ern	eastern	east
-ery	stationery	station
-es	ashes	ash
-est	dearest	dear
-ful	successful	success
-hood	neighborhood	neighbor
-ing	bringing	bring
-ing	shopping	shop
-ing	shining	shine
-ion	action	act
-ity	opportunity	opportune
-ive	attractive	attract
-let	booklet	book
-ly	awfully	awful
-ment	assignment	assign
-ment	statement	state
-ness	goodness	good
-or	governor	govern
-ous	dangerous	danger
-s	houses	house
-ship	penmanship	penman
-some	lonesome	lone
-teen	nineteen	nine
-ty	seventy	seven
-wards	afterwards	after
-wise	otherwise	other
-y	healthy	health <sup>3</sup>

facilitate such expression. Another important means for improving writing is through the study of wordbuilding. A discussion of wordbuilding by use of suffixes and some examples of derived words make up this section of the presentation.

**Derivatives Ending in -able, -ably, and -ability.** Inspection of the derivatives in List B indicates that the base words are nouns or verbs or both. The addition of a suffix often changes the part of speech of the word. **Desire**, for example, may be used

<sup>3</sup>James A. Fitzgerald and Patricia G. Fitzgerald, *Learning and Using Words: Advanced Spelling* (Milwaukee: The Bruce Publishing Company, 1959), pp. 109-112.

## B. Derivatives With -able, -ably, -ability

Base Word	-able	-ably	-ability
accept	acceptable	acceptably	acceptability
advise	advisable	advisably	advisability
depend	dependable	dependably	dependability
desire	desirable	desirably	desirability

as a noun or as a verb. **Desirable** is an adjective. **Desirably** is an adverb. **Desirability** is a noun. Study of these forms is valuable. Understanding of these derivatives is advantageous to a writer, and their use in expression may be even more rewarding. For example, a common verb definition of **desire** is to long for; a common noun meaning is wish. The derivative **desirable** is an adjective suggesting something worthy of desire, something pleasing or beneficial. **Desirably**, **dependably**, **advisably**, and **acceptably** are adverbial forms. **Acceptability**, **desirability**, **dependability**, and **advisability** are noun forms.

**Derivatives Ending in -ble, -ibly, and -ibility.** The words **legible**, **possible**, and **sensible** are adjectives. Related adverbs are **legibly**, **possibly**, and **sensibly**. The forms **legibility**, **possibility**, and **sensibility** are nouns. These adjectives, adverbs, and nouns have the same root forms.

**Derivatives with the Suffix -ance.** The words **accept**, **appear**, and **attend** take the suffix **-ance** very simply to make the derivatives **acceptance**, **appearance**, and **attendance** respectively. Such words as **assure** and **ignore** lose the final silent **e** when the **-ance** is added to derive **assurance** and **ignorance**. The final consonant in **remit** and in **admit** must be doubled to build the words **remittance** and **admittance**. The **y** is changed to **i** in **comply** to derive **compliance**. The base word **remember** loses the **e** before final **r** in accepting the **-ance** to form **remembrance**. A careful study of such derivatives helps the student to develop generalizations for spelling.<sup>4</sup> It is quite obvious that the correct use of a suffix (such as **-ance** or **-ence**) increases the power of expression of a learner. For example, **admit** may mean to permit to enter, but **admittance** may mean actual entrance, admission, initiation, or several other things.

**Some Words with Suffixes -ent and -ence.** The words **differ**, **depend**, **exist**, and **revere** take **-ent** to form the adjectives **different**, **dependent**, **existent**, and **reverent** (**revere** drops the final silent **e** before the addition of the suffix beginning with **e**). In like manner these words accept the suffix **-ence** to form the derivatives **difference**, **dependence**, **existence**, and **reverence**. The young writer should become aware of the possibility of forming adverbs by adding **-ly** to some adjectives such as **different**, **confident**, and **reverent** to derive **differently**, **confidently**, and **reverently**.

**Nouns with Suffixes -ion and -ation.** Very rich in possibilities for wordbuilding is the use of such suffixes as **-ion** and **-ation**. List C presents nouns derived by the addition of the suffix **-ion** to verbs.

## C. Nouns Ending in -ion

anticipation	co-operation	interruption
appreciation	correction	investigation
communication	discussion	obligation
completion	distribution	possession
connection	graduation	selection
constitution	impression	suggestion
construction	inflation	transaction

The noun **anticipation** can be derived from the verb **anticipate**, the noun **appreciation** from the verb **appreciate**, and the noun **communication** from the verb **communicate**. Every noun in List C has a related verb. A learner who recognizes the relationship of verbs to nouns is taking a step toward better writing and spelling.

## D. Nouns Ending in -ation

civilization	imagination	recommendation
combination	inspiration	registration
examination	observation	resignation
foundation	preparation	transportation

The nouns in List D are formed by adding the suffix **-ation** to verbs. The verb **civilize** drops the final silent **e** before accepting the suffix. Verbs such as **combine** and **examine** form the derived nouns similarly. Such verbs as **recommend** and **consider** form their respective nouns by the simple addition of the suffix **-ation**. **Register** drops the **e** before the final **r** in adding the suffix.

## E. Words With -hood

adulthood	childhood	manhood
boyhood	falsehood	parenthood
brotherhood	hardihood	womanhood

**Wordbuilding with Suffixes -hood, -less, and -ness.** Illustrative words are presented in Lists E, F, and G. The derived nouns in List E are formed by adding **-hood** to nouns or adjectives. The adjective **hardy** changes the **y** to **i** before accepting the suffix **-hood**. This suffix, for example, denotes character, quality, state, or condition. Accordingly, **hardihood** suggests the quality of bravery or robustness. **Childhood** indicates the state of being a child as distinguished from the state of being a man or a woman.

## F. Words With -less

careless	needless	sleepless
doubtless	regardless	useless
helpless	restless	worthless

The base words such as **care**, **use**, and **sleep** from which the derivatives of List F are formed may be used as nouns or verbs. The addition of **-less** to **care**, **help**, and **rest** results in derived adjectives such as **careless**, **helpless**, and **restless**. The derived words **doubtless** and **regardless** may be used as adverbs as well as adjectives.

## G. Words With -ness

aggressiveness	happiness	sweetness
awareness	mildness	tardiness
darkness	promptness	tiredness
fierceness	selfishness	weakness
gladness	sickness	willingness

Adjectives such as **glad**, **weak**, and **sweet** take the suffix **-ness** in forming the nouns **gladness**, **weakness**, and **sweetness** (List G). Such adjectives as **happy** and **tardy** change the **y** to **i** before the suffix **-ness**. **Happiness**, for example, is a state of well-being characterized by agreeable emotion. **Tardiness** is being late. **Sickness** is a condition of illness.

**Derivatives Ending in -age, -al, and -ship.** Such words in List H as **leakage**, **passage**, and **shrinkage** come from base words such as **leak**, **pass**, and **shrink**. The derivative in every case is a noun. **Passage**, for example, means the act or process

<sup>4</sup>Fitzgerald and Fitzgerald, *op. cit.*, pp. 131-141.

### H. Words Endings in -age

damage	mileage	postage
advantage	passage	shrinkage
leakage	percentage	tillage

of passing or passage. **Mileage** means the total of miles traveled on a trip in a day or in some other unit of time.

Adjectives ending in **-al** are frequently formed by adding the suffix to such nouns as **logic**, **mechanic**, **medic**, and **politic**. For example, **logical** has the quality of logic; **economical** is characterized by economy.

### I. Words Ending in -al

economical	logical	political
electrical	mechanical	radical
identical	medical	typical

List J indicates that the suffix **-ship** often denotes state, quality, or condition. This suffix is frequently added to nouns

### J. Words Ending in -ship

apprenticeship	hardship	ownership
authorship	leadership	scholarship
friendship	membership	township

as in **friendship** or **membership**, but sometimes to an adjective as in **hardship**. Sometimes the suffix denotes a profession as in **authorship**. The learner may be interested in other meanings such as that of quality in **scholarship**. Skill is sometimes indicated by this suffix as in **horsemanship** or **marksmanship**.

**Adjectives and Adverbs.** One approach to word derivation which may be properly co-ordinated with the development of good usage is the formation of adverbs from adjectives. List K suggests examples. Every adverb in this list is formed by adding **-ly** to an adjective. The learner will readily see the advantage and recognize the need sometimes of being able to write, "Mr. Brown was a faithful servant of his country," as "Mr. Brown served his country faithfully."

**Verbs and Nouns.** Another approach to word development and good usage is the understanding of the relationship which exists between verbs and nouns. List L presents verbs and

### K. Adjectives and Adverbs

Adjectives	Adverbs
actual	actually
cordial	cordially
faithful	faithfully
gradual	gradually
grateful	gratefully
hopeful	hopefully
occasional	occasionally
original	originally
personal	personally
practical	practically
useful	usefully

### L. Verbs and Nouns

Verbs	Nouns
adjust	adjustment
amuse	amusement
attach	attachment
employ	employment
establish	establishment
excite	excitement
govern	government
manage	management
ship	shipment
treat	treatment <sup>5</sup>

noun **government** derived by adding **-ment** to the verb **govern** nouns formed from the verbs by adding the suffix **-ment**. The implies method or art of government or the act of governing. The noun **adjustment** (**adjust** plus **-ment**) implies a state or condition of being adjusted. Relationships between other verbs and their derived nouns should be studied.

### Summary

Some common derivatives formed by combining base words and suffixes have been presented here. The use of suffixes fosters correct spelling. The understanding of suffix derivations facilitates expressive word usage. Study of words and their derivations, and practice in using them accurately are of value in developing precise expression.

<sup>5</sup>For complete lists see Fitzgerald and Fitzgerald, *Learning and Using Words: Advanced Spelling* (Milwaukee: The Bruce Publishing Company, 1959), 175 pp.



Gehlen Grade School, Le Mars, Iowa, has an active Boy Savior Club. The picture shows officers reciting the pledge, official picture of the Club surrounded by photographs of the members, and Rev. Mervin Hood blessing the pins. The Sisters of Christian Charity conduct the school.



# Is Phonics the Answer to Johnny's Difficulty?

By Sister Mary Edith, C.S.F.N., Ph.D.

St. Hedwig Convent, Chicago 47, Ill.

The name of Rudolf Flesch and his scintillating book, *Why Johnny Can't Read and What You Can Do About It* stirs up strong, vehement feelings in the minds and hearts of educators and parents. On this side of the Atlantic, pride and patriotism forbid us to say—even to think—that Mr. Flesch may have a point or two worth considering. Hardly anyone will deny that his generalizations are absolute and autocratic as the following statement exemplifies, "The teaching of reading—all over the United States, in all the schools, in all the textbooks—is totally wrong and flies in the face of all logic and common sense." He hurls words of abuse and malice on educators and teachers and can be very pungent and satirical, especially when he says that "Johnny's only problem was that he was unfortunately exposed to an ordinary American school." He further maintains that the word method of teaching reading is absolutely and undeniably responsible for the prevalent reading problem that confronts us today.

## An Extremist View

Resentful as one may be toward Flesch's verbal vituperations, annoyed with his personal innuendoes, and bored with his one-track insistence upon the efficacy of the phonetic method, one can still find some redeeming features in his theory. To do this, however, one must first forget that the man was born in Austria, for reading is a universal problem and transcends oceans and continents. Further, one must forget self and all personal grievances and examine his theory sanely and objectively.

Most of the rebuttals hurled back at Flesch are wrapped snugly with the phrase, "lack of comprehension." He is accused of barring concept formation and understanding from his teaching of phonics and of

unduly stressing isolated word lists which inevitably result in mechanical and meaningless experiences for the child. But throughout his book, and particularly at the end of it, in the chapter entitled "A Letter to Johnny's Teacher," one finds proof that bluntly denies this assertion. He says:

"The only way to give them [the children] some happiness and joy of achievement is to teach them phonics—the only system by which they'll arrive within reasonably short time at the pleasurable stage of being able to read anything they like."

Of course, Flesch's autocratic and one-track use of the terms "the only way" or "the only system" stirs up controversy and resentment in the minds of educators, but when one reaches the bottom of the waters of his vehement expressions, one finds that there is a solid foundation and a sturdy surface.

## Phonics Is Important

Perhaps, phonics is not such a bugbear after all; certainly, it can be a tremendous aid in the teaching of reading. Just how do children learn most effectively, quickly, and efficaciously? Is it by sight or by phonetic analysis of words and letter combinations? The old adage of "the golden middle means" was succinctly epitomized by the English poet, Alexander Pope, when he said,

*Be not the first by whom the new are tried  
Nor yet the last to lay the old aside.<sup>1</sup>*

It is always safe and secure to take the middle road and one can comfortably be on both sides of the fence with one foot on either side of the lawn. The adherents of the phonics theory, for the most part,

<sup>1</sup>Pope, *Essay on Criticism*.

do admit the meaningful function and necessary place the word-method theory has in reading. On the other hand, the adherents of the latter, sometimes a little too egotistically and critically deny the pragmatic and substantial service phonics has to offer to the oral reading program. Both are necessary and they should not be separated, for they complement one another admirably, and together form a unified and pleasing whole.

## Importance of Background

In this verbal controversy of "the phonics theory versus the word method theory" one must not try so much to take one's stand tenaciously with either camp and hurl invectives and abuses at the enemy, but one ought to take into serious consideration the nature and needs of the child. Anything that will help Johnny or Linda learn how to read with assurance, ease, and enjoyment is a welcome theory. Apropos of this feature, one cannot overlook the importance and efficacy of phonics in this learning process. True, in the primary grades, particularly the first grade, there are a number of basic sight words the child is expected to master. This technique preceded by concept formation so wisely and strongly advocated by Dr. Betts, gives the child courage, joy, and an incentive to want to learn how to read. It is a natural steppingstone to a structural analysis of words via the phonics method. In order to realize this point, one has only to give Dolch's or Durrell's word lists to youngsters to master, and the happy result is a feeling of accomplishment and a sense of achievement on the part of the youngsters plus a desire to read stories composed of the words they had so proudly mastered.

## A Scientific Approach

Having broken the ground and having made the necessary preparation, one can now proceed to teach the child the scientific approach to a structural and functional analysis of words and sounds. If, however, Betts' theory of concept formation is followed, then the words are not presented in isolated columns but are always interwoven into the text of a sentence or story. Before the child is led to analyze the word, time, spatial, and textual concepts of the new word are developed. This procedure serves a twofold purpose: (1) it gives excellent motivation for the story to be read; (2) it stirs up and maintains comprehension and enjoyment of what is read.

Actually there is little discrepancy between Flesch's theory of phonics and the understanding of it most of the educators

have today. The latter believe, for the most part, that phonetic analysis has a necessary and functional place in the process of learning how to read, especially orally, but it is the tenacious adherence to a specific theory with specific terminology that is so detrimental to the fostering of a spirit of good will between the two camps of thought. It is certainly too bad that Mr. Flesch had so derogatorily referred to such renowned educators as Gates, Gray, Witty, and Durrell, for their contribution to learning, particularly their colossal achievement in the field of reading, cannot be overestimated. If his language were less abusive, his innuendoes less personal, and his all-inclusive terminology more circumscribed, he would have more sympathetic ears and minds to listen to his plea for rehabilitating and revitalizing our reading program. Be that as it may, Flesch's vituperations have been an eye opener for many, who in their allegiance to new progressive theories, have neglected the teaching of phonics completely.

Here, in the United States where the greatest research has been made in the field of reading, those other areas so important for character development, such as reaction and integration, which Flesch doesn't even mention in his reactionary book, are given a prominent place. Teaching reading effectively and fostering a love for good, wholesome reading is certainly an efficacious measure for the prevention of juvenile delinquency. How true it is that "As we read, so we act," therefore, one must ever be mindful of the salutary effects reading has on character formation.

If one really wants to help the children

## Nourishing a Vocation

Your vocation is like a seed. At the start, it is so hard to tell what the plant will be. Yet, how important it is to give that seed proper care to develop into a sturdy plant. The younger that plant, the more easily crushed. Hence, the early years of school are most important for the development of a vocation.

How can you care for a vocation when you do not know what it is? Your vocation is the life and work that God, the Creator, has planned for you in this great universe of His. In early years the care is the same for all.

Weeds, seeds of sin, must not be planted in the soil. Should they happen to enter, they must be uprooted by Confession.

A plant needs constant food and moisture. Prayer and Holy Communion will nourish our vocation.

The sunlight — those inspirations from God — will trigger the life process to production of good deeds for God and neighbor.

Fertilizer will come from our own hard work. Striving to do God's will each day will mean the fulfillment of God's plan for us each day. Everyone's life consists of a day at a time. Seek to carry out God's plan, your vocation, for each and every day and you will have followed out your life's vocation.

When some parents, yes even some young people, see the plant developing into a religious vocation, they become frightened, fearing the sacrifices necessary. They forget that God Himself is the gardener. We are just working with Him. All will go well if we follow His inspirations in the development of our vocation. When the time of harvest comes, all will be very happy.

— Vocation Notes

learn how to read, if one sincerely wants to help them learn to help themselves, then one cannot exclude phonics from the reading program. With Dolch's and Durrell's basic sight word lists, Betts' theory of concept formation and comprehension,

Dr. Gray's emphasis on reaction and integration, plus Flesch's insistence on the importance of phonics, one cannot go wrong, and the 33 million Johnny's and Linda's in our schools will not only learn how to read but will also love and enjoy it!



Free-form poster art by the students of Immaculate Heart College, Los Angeles 28, Calif.

# John Baptist de LaSalle: Great Educator

By Edward A. Fitzpatrick, Ph.D.

Editor of the Catholic School Journal

## 1. Introductory

I deem it a high privilege to have been asked to make the Founder's Day Address here at La Salle College; and, as an affiliate of the Brothers of the Christian Schools, I am glad of the opportunity to pay tribute to the spiritual greatness, educational wisdom, and practicality of St. John Baptist de la Salle, who, by Papal designation, is the Patron of All Schools.\*

## LA SALLE'S GREATNESS

### 2. Spiritual Greatness of La Salle

George Eliot pointed out that the tragedy of human life is the mean and narrow existence of individual lives compared to the glorious possibilities of the human nature which they share. On the other hand, true greatness, the spiritual greatness of human nature, is found in the utter dedication of a human being to God's will in all things, particularly in service to those who are less than the least of his neighbors; it is found in the man who gives himself without reserve, with great sacrifice, with the surrender of every worldly thing which men prize so highly — wealth, prestige, social position — not in a spectacular way, not in the pharisaical way to be seen by men, but gently, imperceptibly, as it was revealed as God's will to him. Such is our Founder, such is St. John Baptist de la Salle.

### 3. An Educational John the Baptist to the Poor

And how significant is the name, John Baptist, for this new forerunner of Christ, this voice of one crying in the wilderness of human misery, of human want, and of spiritual darkness, bringing the message of hope and redemption and salvation and a cup of cold water and more "to the least of these, My brethren." And this man of heroic virtue, of high spirituality, of the self-effacing asceticism of even La Trappe, asked no such sacrifice of his associates nor of his pupils, but leads them gently in a disciplined way to the feet of Him who said: "Suffer little children to come unto me and forbid them not for of such is the Kingdom of Heaven."

### 4. Great Among the Great

La Salle's spiritual and educational greatness loses none of its luster as we view it in the brilliance of the era in which he lived. In this age of greatness and creativity; in the Grand Siecle of Louis Quatorze, the Grand Monarch; in this age of Moliere, Corneille, and Racine; in this age of Bossuet, Fenelon, and St. Vincent de Paul; in this age of Abbe Rance, Father Barre, and Father Olier; in this age of Milton, Locke, and Comenius in education — La Salle is one of its finer expressions, spiritually, socially, and educationally; sensitive to submerger forces which the name of St. Vincent de Paul only suggests, but which the French Revolution was to reveal in all their ugliness and inhumanity. And in the field of popular education, of the education of the poor and of elementary education, he is, it will yet be recognized, the greatest figure of the century and among the greatest of all times, greater than Comenius, now given the primary place.

\*This article is the 1958 Founder's Address given at La Salle College in Philadelphia by Dr. Fitzpatrick, editor of the CATHOLIC SCHOOL JOURNAL and author of *La Salle, Patron of All Teachers*.

## FOUR MAJOR EDUCATIONAL ACHIEVEMENTS<sup>1</sup>

### 5. Some New Educational Achievements

This is not his only educational achievement, nor even his only great educational achievement. These are extensive, even though they frequently overlooked and only occasionally recognized by the historians of education. It will do no harm here to list some of them which we cannot discuss tonight in any detail.

### 6. A Latin-less Secondary School

The first of these was a new type of secondary school taught in the vernacular, omitting Latin, both as a subject of study and as the means of communication, and actually introducing into the schools, subjects that come to be called "*realstudien*" which were only talked about by others. This Latin-less secondary school was, at the time a radical departure, preparing the bourgeoisie for vocations other than the learned ones — priest, lawyer, doctor — for which they were not intended. The academy movement in the United States — a later development — was another expression of this idea and the forerunner of the high school.

### 7. Leader in Vocational and Technical Training

The second field of La Salle's educational achievement is that of vocational technical and professional education of which Compayre calls him an innovator.

### 8. Continuation Education

A third field of achievement is that of continuation education acknowledged by Dr. Michael Sadler<sup>2</sup> for people whose pre-vocational education was neglected and for those who were working. The school was used on Sunday and feast days largely for specific educational training and some religious training and included a great part of the day.

### 9. Training of Juvenile Delinquents

The academic training of those not preparing for the professions in Latin-less high schools, specific vocational training, the continuation of education after employment, have a contemporary twentieth-century ring. And this is even more true in contemporary America of the fourth contribution of La Salle: the use of educational means — school training — for the reformation of juvenile delinquents and criminals. This was a practical training for vocation and life that was on occupational therapy with religious instruction and practice.

## CHILDREN AND POPULAR EDUCATION IN THE NINETEENTH CENTURY

### 10. The Central Educational Achievement

These were achievements very great and revolutionary for the time and anticipatory of things that were to come. They were not merely the words of thought but the deeds of life. And even of greater human significance were those educational achievements centering in the education of children — poor children — thus humanizing the great contemporary devotion to the Infant Jesus. It is in this field — the gratuitous education of poor children, the area of popular education — that the quintessence of La Salle's vision, dedication, and service is revealed most fully. Here is the

<sup>1</sup>Cf. Adamson, *Pioneers of Modern Education*, p. 235.

<sup>2</sup>Sadler, Michael, *Continuation Schools in England and Elsewhere*, p. 628.





St. John Baptist de la Salle  
Patron Saint of All Schools

central contribution to the Church, to civilization, to education; the great service to God and country. Let us look at them more closely and more intimately.

#### 11. The Neglect of Children

Beneath all the grandeur of the Court of Louis XIV and Versailles, the life of court and castle, the eloquence of sacred oratory, the creations of literary genius, there was at the foundation of the society the terrible weakness revealed fully in the Cahiers describing the conditions leading to the French Revolution. We cannot describe the neglected drifting children of say, Paris, unschooled and left entirely to their own devices.

#### 12. The Need for Education

Father Bourdoise expressed the wish everywhere felt, but nowhere realized for the education of children. And there was the hope expressed by Father Bourdoise two years before La Salle's birth:

"I believe a priest who had the science of the Saints would be a schoolmaster, and would be canonized for it."

His faith and this belief and this hope were answered in 1651 in the birth of La Salle.

#### 13. Comenius on Seventeenth Century Education

The conventional historian of education of the seventeenth century makes John Amos Comenius, the last leader of the old Moravian and Bohemian Brethren, as greatest educator—a man believing completely in the religious conception of life but passionately attached to a pansophic scheme of knowledge, but forced by the exigencies of his life to write Latin textbooks. These textbooks are the source of his great influence in that century, and particularly the *Orbis Pictus* (the World Pictured)<sup>3</sup> which was an

<sup>3</sup>Comments on Comenius by the generally acknowledged authority in English, M. W. Keatinge, may be interesting and pertinent.

We now approach the question, "What was the effect of the personality and of the theoretic writings of Comenius on the generation that immediately succeeded him and on the following century?" The answer is somewhat surprising, the man whom we unhesitatingly affirm to have been in his day the broadest-minded, the most farseeing, the most comprehensive, and in some respects the most practical of the writers who have put pen to paper on the subject of education, the man whose methods were used in the new elementary schools of the nineteenth century, and whose theories underlie much of our modern school organization, who embodies the materialist tendencies of our "modern side" instructors, while avoiding the narrowness of their reforming zeal, who lays stress on the spiritual aspect of true education while he realizes the necessity of equipping his pupils for the rude struggle with nature and with fellow men—Comenius, we say, the prince of schoolmasters, produced practically no effect on the school organization and educational development of the following century. His schoolbooks, frequently reprinted, were thumbed for years to come by boys in every corner of Europe, but the theoretic works, *The Great Didactic*, *The Newest Method of Languages*, *The Mother School*, remained unknown and ineffective. For all the results that they produced, they might as well have perished in the flames of Lissa.

M. W. Keatinge, *The Great Didactic of John Amos Comenius*, Vol. 1, p. 98.

illustrated elementary textbook in Latin often reprinted with the vernacular languages. This was his real influence and what was regarded as his greatest pedagogical work, the *Magna Didactica*, originally written in Czech and later translated into Latin, was without contemporary influence and buried until von Raumer called attention to it in 1834, but this was after Rousseau and Pestalozzi had set the forces at work resulting in modern education.

The historian of education often claims that the book is the basis of modern education, though there is no evidence that the *Magna Didactica* was the source of modern practice, because during the formative period, it was unknown, and when published in spite of the common sense of many of its recommendations, the phantastic analogies offered no secure basis for adoption or the ideas were already in practice.

#### 14. La Salle's Services

The educational services of La Salle were more immediate and practical, worked out in the illuminating experience of classrooms, of teachers educating poor children, and continually made more effective in the light of that experience. The plan beginning in schools for the poor in the city of Rheims, extended to cities throughout the whole nation and in rural areas, and by its institutional organization, the Institute of the Brothers of the Christian Schools, extended to all five continents with 15,000 Brothers teaching 600,000 children.<sup>4</sup>

#### HOW LA SALLE BECAME AN EDUCATOR

#### 15. The Educational Problem That Faced La Salle

But what was La Salle's problem in the 1680's in the city of Rheims in France, in providing for the education of poor children? There were no schoolrooms available, no textbooks, no competent teachers, no means of training teachers, practically no principles of organizing such schools, no techniques of school management formulated for use, no textbooks, no approved methods of teaching, and no means of financing schools for children who could not pay and to whom instruction in Latin would be meaningless and vacuous. For those who could pay a little or much, there were private schools of poor quality, often manned by incompetent teachers of dubious character with a vested interest in their jobs of which La Salle was to learn in the attacks on him by these teachers for providing gratuitous education for the poor, and violently by them as parents wished to have their children enter the free schools because they were so much better.

#### 16. The Solution Worked Out in Experience as God's Will

The solution of this problem did not come in any sudden revelation to La Salle but it came slowly as he patiently worked over his experience to discover what it was best to do. He describes his own attitude:

"As for myself, I do not like to put myself forward in anyway.

Providence must take the first step and I am content when it appears that I act according to its dictates."<sup>5</sup>

#### 17. The Successive Steps Taken by La Salle

And one sees, with the inevitableness of a Greek drama, the manifestation of God's will in reference to La Salle: the meeting with Nyel, the feeding of the teachers of the poor schools, receiving them into his own home, the revulsion of the family, the establishing of the teachers in a home of their own, La Salle going to live with them—though only a short time before such

<sup>4</sup>In the U.S.A. in 1948 there were 1582 Brothers teaching 43,000 youths in 9 schools; in 1848 three Brothers in Baltimore began the work of the community in the U.S.A. From Brother Angelus Gabriels, *The Christian Brothers in the United States 1848-1948*, p. XI, Introduction by Brother Anthanase Emile, Superior General.

<sup>5</sup>Battersby, *De La Salle, Letters and Documents* (letter to Drolin), p. 39.

an idea would have been intolerable<sup>6</sup> the resigning from the Canonry of the Cathedral of Rheims and giving up its prestige and its benefices; and ultimately giving up his entire fortune to the famine sufferers of 1684-85, so that for both himself and for other members of the Community there would be complete reliance on God, and La Salle places himself on the same level as every other member of the Community; the vows of the three and then of the twelve (1694) to keep the Community going even "If they were obliged to beg and to live on bread alone." And as one recalls the misunderstanding, the betrayals, the ingratitude, the maligning by Father Campagon, the unjust law of Abbe Clement, the low intrigue of Father Brou, the rejections of La Salle by Father Chetardye at St. Sulpice after 14 years of service, and the Jansenist complications at Marseille, one wonders at the continued dedication of the man, except for his invincible faith in God and his zeal. And as one reads the letters of La Salle as the Superior of the Brothers, one cannot but feel the presence of a Saint in his love of these very human beings in their moments of weakness, of human frailty, of personality conflicts, in his gentle admonitions, in his faith in them, in keeping the ideal of the community before them, in the insistence on regularity and silence, in warning them against corporal punishment; and in his prayers for them. And this spirit of love and good will persists no matter what his own personal situation is. In these letters of La Salle there is not a trace of his own adversity, difficulties, and the misunderstanding and injustices to himself. Here ordinary human nature must stand in awe of such spiritual heroism and greatness and of such infinite patience and forbearance. And yet as one realizes that La Salle felt always that he was acting in the presence of God in submissive obedience to His will, one has an understanding of such supernatural virtue and realizes in the language of Christ to Martha regarding Mary: "This is the best part."

## 18. How It Looked Later

And we come now to our main theme which we introduce with the words of the ringing Eulogy of Pope Leo XIII at the time of the canonization, setting up a new guiding star in education for the twentieth century. Before noting that La Salle filled with the plenitude of God and by divine instinct established all the kinds of institutions for the instruction and education of youth, Pope Leo XIII said:

"For it was because he burned with that supereminent charity of Jesus Christ, which surpasseth knowledge, that John Baptist generously abandoned family, dignity, and riches, to renounce himself, and that applying to himself these words of Jesus Christ, *Suffer children to come to Me*, he devoted himself entirely to the gratuitous education of the children of the people in religion and in knowledge of arts. He did so with all perfection by the virtue of God, combating with the arms of justice on the right hand and on the left, amidst glory and confusion, defamation and praise."<sup>7</sup>

## RAISING THE DIGNITY OF THE TEACHER AND TEACHING

### 19. The Search for Competent Teachers

The great problem that confronted La Salle was the problem

<sup>6</sup>Compare La Salle's own statement:

"If I had ever dreamed that the care I took of the masters, out of pure charity, would lead one day to my living with them, I would have given up the whole thing at once; for as I naturally looked on those whom I employed in the schools, especially in the beginning, as far beneath me, the mere thought of having to live with them would have been intolerable. I felt a repugnance indeed when they used to come to my house for the first two years, but it was apparent on this account that God, who does all things with sweetness and wisdom, wishing to engage me to take control of the schools, did it in so imperceptible a manner that one engagement led me on to another without perceiving where it would finally lead me."

Guibert, Jean, *Life and Virtues of St. John Baptist de la Salle*, p. 29.

<sup>7</sup>Pope Leo XIII Eulogy at time of canonization (May 24, 1900) reprinted in Fitzpatrick's *La Salle, Patron of All Teachers*, pp. 184-185.

facing every educational reformer and builder; namely, to find the teachers. The situation of the time was most discouraging. There have been some good teachers, but there was no available supply and no means of training teachers. The teaching profession was in low repute, miserably paid, and a temporary avocation for those who could find more lucrative or agreeable employment and a permanent occupation of many unworthy of its high calling, and socially outcast. Selecting from the human material available, giving them a sense of the high vocation to which they were called, discouraging thereby some, but stirring deep needs in others, La Salle began the process of the Christian and professional formation of the Brothers. Learning, himself, from his daily experience, building up progressively his comprehensive scheme of Christian education of children, he communicated his new insights and knowledge to his colleagues and at Vaugirard, committed them to a more comprehensive formulation in the first edition of the *Conduite des Ecoles Chretiennes* in 1694. Never satisfied, constantly revising it, utilizing the experience of the Brothers, profiting by experience.

At the time of the Assembly in 1717 which elected Brother Barthelemy Superior, the Brothers proposed to La Salle that some corrections be made in the *Conduite*. La Salle accepted the Brothers' propositions.<sup>8</sup> During the years the Brothers made copies of the material and took it with them on their assignments. In each school each Brother began with the cumulative experience and insight of La Salle himself and his training continued by the monthly letters of La Salle in which he was gently guided spiritually and scholastically. There were as a result of this practical experience three remarkable, even extraordinary achievements.

### 20. A Great Pedagogical Work

1. A basic achievement was a book—one of the most practical and useful pedagogical books that was ever written—and, particularly in the light of educational aims of the broadest character, this was the *Conduite des Ecoles Chretiennes*.<sup>9</sup>

### 21. Beginning of Normal Schools

There grew out of this experience a second contribution—the creation of teacher training institutes, a normal school, with board, lodging, and laundry supplied gratis for outsiders, not only for the training of the members of the community, but other laymen for independent service in rural communities, who could return periodically for refresher courses and retreats. Paul Monroe calls La Salle's school probably "the first institution for the training of elementary teachers," and noted that La Salle later added primary schools for practice teaching. "The excellent example thus given," adds Monroe, "waited a long time for imitation." In the United States the development did not come until the end of the first quarter of the nineteenth century—more than a hundred years later.<sup>10</sup>

### 22. Creation of a Profession of Teaching

The result of La Salle's effort was not merely the provision of a supply of trained teachers, but a third contribution, the creation of a profession of teaching in a complete sense. The Brothers of the Christian Schools had all the marks of a profession:

1. They were primarily, yes, exclusively, schoolmasters.
2. They had special knowledge of their occupation, its techniques and its purposes embodied in the *Conduct of Christian*

<sup>8</sup>This revision became the Edition of 1720 (printed) differing much from the earlier editions, indicating the process of continuing revision in the light of experience that was going on during La Salle's lifetime.

<sup>9</sup>Matthew Arnold says: "He composed for his school a handbook of method (*Conduite des Ecoles Chretiennes*) on which later works on the same subject have little improved the precepts, while they entirely lack the unction" (*Popular Education in France*, p. 7). Cubberley says, "La Salle's *Conduct of Schools*, first published in 1720, was the *Ratio Studiorum* of his order" (*The History of Education*, p. 384).

<sup>10</sup>Cf. J. P. Gordy, *Growth of the Normal School Idea in the United States*, pp. 17-18.

Schools and the Rule of the Order and the 16 meditations for teachers.<sup>11</sup>

3. They were rendering freely a great and needed public service — the gratuitous education of the poor and others.

4. Teaching was to be a lifelong service dedicated to the supreme human interests.

5. There were professional ethics based closely on the religious ethics embodying the highest moral ideas.

6. The experience of the Brothers in the spirit of the broadest social service was made available without stint to any inquirer.

7. And finally the continuing training in-service looking to growth and more effective service to the children.

### 23. The Institute of the Brothers of the Christian Schools

There is a fourth achievement that seemingly gets lost in the discussion, because it is taken as a matter of course. It is the Institute itself — the Institute of the Brothers of the Christian Schools — not merely for what it does but for what it is. The Institute of Christian Brothers is one of the greatest social inventions of the Catholic Church and of education. This was the instrument that made possible the continuation of La Salle's work for the education of poor children — not to be discontinued and forgotten as notable work by other individuals had with the death of the founder or initiator. The Institute was the powerhouse, the energizing station. It embodied some remarkable and revolutionary characteristics. It was to be an organization of lay people not priests; it was to be confined to the service of the poor in the elementary schools, and not become as other organizations before and since do, always seeking so-called "higher" work with more prestige. The forbidding of the study of Latin, in this Latin-obsessed age was primarily to remove this temptation — to seek these so called "higher" fields. It was to be an organization of schoolmasters, devoted exclusively to teaching school, and not absorbed in such duties common at the time as listed, for example, for Colonial Schoolmasters in the U. S. A. by Cubberley: "teacher, chorister, bell ringer, sexton, and janitor,"<sup>12</sup> and not infrequently "grave digger."<sup>13</sup>

### 24. The Comprehensiveness of La Salle's Plan

Nowhere has any individual, lay or cleric, conceived the basic problems of an educational system with such insight, planned its institutional forms so wisely, and brought into being the institutions to meet the basic problems as John Baptist de la Salle did in creating the Institute of the Christian Brothers. Nowhere has the profession of teaching in public or private education been conceived in such quintessential terms as it is in the *Conduite des Ecoles Chretiennes*, the *Rule of the Community*, in the *Letters of La Salle* and in the *Meditations for the Time of Retreat*, and nowhere has this idealism been translated so completely into an educational process to build up such a profession — dedicated, lifelong in service with no earthly rewards, and helping to serve where service is most needed among neglected and forgotten children and youth.

### 25. Improving the Quality of Education

We turn now to the quality and effectiveness of the education.<sup>14</sup> Such a magnificent system, producing dedicated men even with worthily formulated aims, might have continued merely carrying on the system of the day in its formalism, its individual instruction, its lack of gradation, and trying to teach the unknown by the unknown. La Salle created a series of remarkable innovations affecting the actual teaching in the classroom and in their cumulative effects transforming the educational process.

<sup>11</sup>Meditations pour de temps de la Retraite a l'usage de toutes les personnes qui s'emploient a l'education de la jeunesse, et particulierement pour la retraite que font les Freres des Ecoles Chretiennes pendant les vacances (published 1730).

<sup>12</sup>Cubberley, *Public Education in the United States*, (1919), p. 53.

<sup>13</sup>Cf. Knight, Edgar, *Education in the United States*, pp. 347-348.

<sup>14</sup>The schools of the Christian Brothers were without doubt the most effective elementary schools in existence before the French Revolution (1789). Parker, *The History of Modern Elementary Education*, p. 101.

### 26. Emphasizing the Vernacular when Latin Dominated Education

The first thing in this series of great educational achievements was doing what seems to be the most obvious thing in the world: to teach the child in the language he knew and used every day, the vernacular. We cannot here go into the "massive mobilization" of reasons<sup>15</sup> of La Salle in denying the request of the Bishop of Chartres, his good friend, to substitute Latin for the vernacular; nor the chapter of the Rule in 1717 forbidding Brothers who had learned Latin before they came into the order from using it unless necessary.

The significant fact about La Salle's sponsorship of the vernacular, different from English and German justification, was that this basis was psychological and educational rather than socio-religious. This leads to the second characteristic.

### 27. Free and Obligatory Education

2. Education for the children in the Brothers' school was free and La Salle would make it obligatory by putting pressure on the parents. In the *Rule* he says:

"Brothers shall everywhere conduct their schools gratuitously: this is essential to their Institute. They shall not receive from the pupils nor from their parents any money or presents however small, not even a pin, on any day or occasion whatever."

### 28. Simultaneous Instruction

The great superiority of the Brothers schools was due in a considerable degree says Parker<sup>16</sup> to the substitution of class instruction for the prevailing method of individual instruction. Though simultaneous instruction has been mentioned and discussed, here was the first thoroughgoing application of the practice as a matter of principle and in the classrooms in a system of elementary schools.

### 29. Classroom Management

The adoption of the simultaneous method was made possible and was reinforced by the improvements in classroom management. "Mechanized Routine" in classroom management formulated by La Salle in the *Conduct of the Schools*, praised greatly and thought of as a twentieth-century discovery had reached a high state of perfection in the Christian Brothers Schools. The monitorial system, after its great popularity in the early nineteenth century, was abandoned for the La Sallian type of organization. The utilization of students in the routine practices of classroom greatly facilitated its quiet, order, and smooth running. La Salle did not make the mistake of utilizing monitors as teachers as the Lancasterian System did, attempting to instruct 300 to 1000 pupils by a single teacher.<sup>17</sup> By concentrating the attention of the class in simultaneous instruction, the usual noise, disorder, and confusion of contemporary schools were practically ended in the Brothers' schools. And this was more completely achieved by the emphasis on quiet activity, low voice, restriction of the amount of unnecessary talking by teacher and pupil, and by the use of signs and symbols by the teacher for routine activities.

### 30. Planned Gradation and Promotion of Pupils

The cumulative effect of La Salle's thinking is indicated in the systematic plan for the gradation and promotion of children on the basis of their achievement and not as today in the "universal pass" system based on the lapse of time. The use of simultaneous instruction and the improvements of classroom organization made the grading system possible. And the *Conduite* indicates how carefully and in what detail the system was worked out. All of these elements in La Salle's plan of school organization and operation

<sup>15</sup>La Salle's famous and memorable Memorandum on the vernacular is given in full in Fitzpatrick's *La Salle, Patron of All Teachers*, pp. 306-307.

<sup>16</sup>Parker, *The History of Modern Elementary Education*, p. 100.

<sup>17</sup>The greatest significance of the Lancasterian system in American education is the demonstration at the time that education of the masses could be conducted inexpensively, even though the Lancasterian system of monitorial schools was later abandoned for the La Salle type of organization.



are present in modern school systems including the great public school systems where they are effectively administered.

### 31. Humanizing School Discipline

In a period of harsh and rigorous school disciplines, with whipping posts in the classrooms and school yards of our colonial schools,<sup>18</sup> La Salle, while retaining corporal punishment, greatly humanized school discipline, and made it more completely serve the educational ends. La Salle greatly humanized school discipline with his detailed prescriptions, his limitations as to its use of corporal punishment, his rewards as well as penances and punishments. His own spirit, the training of the Brothers, the conception of the child as a rational creature, and the orderliness and quiet of the schoolroom greatly reduced the need for punishment. This was reinforced by the organization of the school, the careful planning of school work, and the training of the teacher.

### 32. The Content of Education

And there was a real content to the educational program,<sup>19</sup> graded, giving progressively a sense of achievement. Reading, including phonics, was basic with spelling. Writing, instead of being taught in separate schools, was included in the Brothers school and taught by the classroom teacher. Religion in the form of Christian doctrine, religious practices, and the virtues were taught with a better understanding of the educational process, so that the Brothers, because of their success, came to be known as the "Apostles of the Catechism." Also included was arithmetic which included business forms. In the final year, the child was taught from a book written by La Salle himself on Christian civility which "contains all the duties of children both toward God and the parents and the rules of civil and Christian decorum." In this field La Salle supplemented the *Conduite* (which was a manual of school organization and methods of teaching the subjects in the elementary schools of which the sections were practically textbooks) by writing textbooks in Christian civility which was the material for the highest class in reading and for religion. The textbooks in this field included *Duties of a Christian*, *Rules of Christian Behavior and Politeness*, and *Exercises of Piety for Use in Christian Schools*.

## LA SALLE'S SERVICES THROUGH EDUCATION

### 33. The Flowering of a Hostile Soil

That is the picture of La Salle. And one may well pause for a moment of reflection, at least, to overcome the impact of the greatness of this simple priest in his services to God, to country, to neighbor, and especially to children and the poor. In an environment almost completely hostile, stony, fallow, and barren, there was the flowering of the finest and fragrant fruits of human life. In the histories of France, yes, and in the histories of the Church, there is no adequate account of this unostentatious spiritual heroism and magnanimity manifesting the greatness of a saint in a deep transforming of ordinary human natures to its great potentialities in teacher and pupil. The work of Rigault<sup>20</sup>

<sup>18</sup>Cf. Paul Monroe's *Founding of the American Public School System*, p. 126.

<sup>19</sup>Cf. Adamson's *Pioneers of Modern Education*, p. 234.

<sup>20</sup>Rigault, Georges, *Histoire General de l'Institute des Freres des Ecoles Chretiennes*, 9 vols., Paris, 1937-1953.

The great problem of Post-Renaissance schooling was the teaching of language — the Latin language — and Comenius' textbooks were the basis of his actual educational influence and of his great reputation as an educator. Comenius describes himself in Sweden as having "something in my mind greater than a Vestibulum, a Janua, a Dictionary, or leading strings for boys of that description" (Keatinge, Vol. 1, p. 57), but under the circumstances, instead of being preoccupied with his pansophic schemes, "he spent the best part of six years," as Keatinge says, "in doing what he detested, writing schoolbooks" (p. 67). This paper does not deal with this problem, but it will be presented in another paper, showing the place of Comenius in the classical teaching of his time. An extensive and critical discussion of the problem may be found in Father Timothy Corcoran's (S.J.) *Studies in the History of Classical Teaching* (London: Longmans, Green, 1911). See also: W. A. Bruckman's "Three Centuries of Comenius' Contributions to Education," *School and Society*, Apr. 26, 1958, pp. 192-194.

## Summer School Friendships

The little things in life that make us gay  
Are larger than the sky, or earth, or sea.  
Like candles burning gently night and day  
So steady, yet so still, we hardly see.  
The stars that twinkle, and the moon that glows,  
The fields of clover, bees, and flowering pear  
Are ruses along the weary path to show  
The wealth in store; a harvest everywhere.  
The people walking 'long our beaten ways  
Are hearts and souls to garner, hold and keep.  
We know not what each harvesting will lay  
As seed for future blooming; or to reap.  
We only know these little things from Thee  
Are precious. Friendships for eternity.

— Sister M. Jeanne, O.S.F.  
St. Francis Academy, Joliet, Ill.

and more recently of Battersby<sup>21</sup>, to which I have added a mite,<sup>22</sup> cannot when the history of education is rewritten in the light of the fuller knowledge and interpretation now available be longer disregarded; then La Salle will shine as the outstanding figure of his age eclipsing Comenius, and even as his canonization in 1900 might suggest a genuine morning star of twentieth-century education when it returns to the harbor of soundness and re-creation.<sup>23</sup>

## LA SALLE'S SERVICES THROUGH EDUCATION

Public education itself rejecting the excesses of French Revolutionary thought and practice will accept the service of Christian education to country in the language of Brother Martien before the French judge who condemned him to death in 1792 for operating his school:

"I direct a free school. If your protestations of love of the people are sincere, if your principles of fraternity are not a vain and hypocritical formula, my functions justify me, and far from being imputed to me as a crime, they give me a sacred claim on your gratitude."

### 35. Service to God

And as for La Salle's service to God and Church we believe that his statement as he died peacefully on Good Friday in 1719, was an exact description of his life: "I adore in all things the will of God in my regard." And thus we conclude what the Martyrology calls La Salle's "most eminent services to religion as well as to civic society."

<sup>21</sup>Battersby, W. J., *De La Salle, Pioneer of Modern Education*, (1949); *De La Salle, Saint and Spiritual Writer*, (1950); *De La Salle, Letters and Documents*, (1952); *De La Salle, Meditations*, (1955); *St. John Baptiste De La Salle (Biography)*, (1957).

<sup>22</sup>Fitzpatrick, Edward A., *La Salle, Patron of All Teachers*, 1953.

<sup>23</sup>Cf. Statement by Frederick Brug in his *Der Heilige Johannes Baptista de la Salle, der grosse Jugendfreund*, p. 221, quoted by Battersby, *De La Salle, Pioneer of Modern Education*, p. 102.

<sup>1</sup>He raised to a position of honor the hitherto despised profession of a schoolmaster.

<sup>2</sup>He founded a society of religious teachers, which through its many thousands of members, has done a wonderful work, and to this day continues to flourish.

<sup>3</sup>He upheld the conception that even the children of the common people have a right to a good education.

<sup>4</sup>He introduced writing as a subject in the ordinary school curriculum.

<sup>5</sup>He substituted the simultaneous method for the individual.

<sup>6</sup>By adopting the method of learning to read in the mother tongue instead of Latin, he was a pioneer of modern educational methods.

<sup>7</sup>He advocated that a good library should be at the disposal of the pupils.

<sup>8</sup>He founded the first Training College for secular teachers.

<sup>9</sup>He founded the first reformatory schools, secondary schools (for modern languages, arts, and science), and technical schools.

<sup>10</sup>He composed a number of pedagogical works which show the highest wisdom."

# Integrating Religion in Kindergarten

By Sister M. Agnes Therese, I.H.M.

Gesu School, Detroit 21, Mich.

We teachers in parochial schools must give our children everything we know and possess to help them live their lives here as fully as they can, so that they may enjoy union with God hereafter. Our religion period should not be the only time dedicated to the fulfillment of this aim. No single part of the day's program can be separated from it. The child must learn to live an integrated life, and we must help him do this in the beginning year of his school experience.

The teaching of religion, the *why* and *what* and *how* of leading children to Christ, was the topic of a paper I addressed to the delegates at the National Catholic Kindergarten Association Convention (in conjunction with the NCEA) at Philadelphia in the spring of 1958. This paper was a very brief outline of the lessons in *All For Jesus*.<sup>1</sup> We hope that these lessons, the bibliography of useful books, and the page of helpful teaching aids included in the book will be of help to both teachers and parents in leading their children to Christ.

But these lessons in religion should not merely be taught; they must be caught. The child must learn to live them, to become conscious of the many ways provided for him to make them a part of his daily living. This is where we, the teachers, must really play our role. We must organize our curriculum, foreseeing the many opportunities it provides to capitalize on integration.

The kindergarten day, with the routinized yet informal procedure, including literature, work period, music period, free play and outdoor play, in addition to religion, provides countless opportunities for integration. The periods themselves can be integrated, unified, so arranged that the children are concentrating on one main idea through a period of two or three weeks. Since they are just making the transfer from home to school and since we want them to look upon us as more than teachers—their second mothers—in the

classroom, it is well to devote the first few weeks of September to the study of the family and the school.

Of course our religion period will be the happiest period of the day; it always is. The heart of the young child is wide open for the inpouring of God's love. He has no barriers to keep it out. That God loves him, watches over him, and provides him with all the wonderful things of this world means to the little child *security, thankfulness, and a reciprocation of love.*

"Fancy God counting my hairs for me,  
How very fond of me God must be."

This brief quotation from "The Hairs on my Head," selected from *Gospel Rhymes*<sup>2</sup> is but one example of the many religious poems that may be used in the religion lesson itself to make the child more aware of God's loving providence in his regard.

Next there is our literature period. Story books on the market are multiplying at such a rate that not all of them can possibly be the best. We want stories that will give our children joy, enhance their imaginative world, give them an appreciation of what is already theirs, and help fulfill the needs they are experiencing. Take Major Lindman's stories of *Flicka, Ricka, and Dicka*, of *Snipp, Snapp, and Snurr*. Where else do we find the relationship between mother and children so easy, so secure, so filled with love, generosity, obedience, kindness, thoughtfulness? After the reading of Marjorie Flack's *Ask Mr. Bear*, one of the "new magic" books of our time, what child would not want to please his mother with the surprise of the best birthday present of all, "a big bear hug"? And what mother could resist?

The *Daddy* books are many, too. *Daddies and What They Do All Day* give the child an appreciation of the importance of his own daddy's work and how it helps the community in which he lives. Jene Barr's recent series of community helper books, opening the child's vision to the difficulties and hardships experienced by the men who

live on his street, present a real challenge to him.

There are stories that help the child adjust to school and his new companions. *Everybody Likes Butch* first shows Butch as the spoiled, selfish, unco-operative child who finally succeeds in getting along well with his playmates, who learns to give and take, who imbibes the secret of unselfishness. The Beims' *Two is a Team* does more for teaching tolerance and love of those of other colors and races than any amount of talking could do. *Lots of Brothers and Sisters* is perfect for fixing in the child's mind what is meant by living the doctrine of the Mystical Body.

Poetry, with its beauty of thought, its rippling rhythm, its alluring tone color words, and its flowing cadences, makes an appeal to the youngest child. Couldn't any child's value of prayer be enhanced as he pictures Christopher Robin at "Vespers" and breathes in the hushed tones suggested by the lines:

Little boy kneels at the foot of the bed,  
Droops on his little hands little gold head,

Hush! Hush! Whisper who dares!

Christopher Robin is saying his prayers.<sup>3</sup>

Christopher vicariously becomes himself and he, too, whispers, "God bless Mum-my," . . . "God bless Daddy." . . . "God bless Nanny and make her good." . . .

Thank you, God, for a lovely day  
And what was the other I had to say?  
I said, "Bless Daddy," so what can it be?  
Oh, now I remember. God bless me.<sup>3</sup>

The pure delight the child derives from "Hiding"<sup>4</sup> in make-believe places and the humor he is bound to express over the very apparent ridiculousness of parents searching for Benny "in the inkwell," "under the carpet," "inside the mirror" and then being afraid "that they have lost him for good," is worth dollars toward building up good mental health attitudes. Dorothy Aldis gives even the most serious child a rollicking laugh and affords a very interesting game for rainy days.

<sup>1</sup>A. A. Milne, "Vespers," *When We Were Very Young* (New York: E. P. Dutton & Co.).

<sup>2</sup>Dorothy Aldis, "Hiding," *Everything and Anything* (New York: G. P. Putnam's Sons).

<sup>3</sup>*Gospel Rhymes* (New York: Sheed and Ward).

<sup>4</sup>Sister Agnes Therese, *All For Jesus* (Chicago: Follett Publishing Co.), 1958.

Father Lord's brief chant,

"All happy and glad in the sunshine I stood.  
For isn't spring lovely and isn't God good?"<sup>5</sup>

can be used for every season, enriching the child's awareness of the wondrous beauties that fill the world and loosing his tongue to chant the brief litanies of praise that spontaneously arise:

Pretty flowers, praise the Lord.  
Singing birds, praise the Lord.  
Blossoming trees, praise the Lord.  
Round red sun, praise the Lord.<sup>6</sup>

Poetry is the twin sister of song and rhythm. The music period, correlating with the literature, transports the child to a new world where new voices and new activities of rhythms and dances and games bring into play all their senses and make them more fully aware of what they really offer when they say in morning prayers:

Two little eyes to look to God.  
Two little ears to hear His word.  
One little tongue to speak the truth,  
One little heart to give Him all my youth.  
Two little feet to walk His ways.  
Two little hands to work for Him all my days.  
Take them, dear Jesus, and may they be  
Always obedient and true to Thee.<sup>6</sup>

The work period, too, involves uses of the body that are still different: control of the small muscles; eye, ear, and hand coordination. It introduces further responsibility in caring for work materials. It broadens the child's appreciation of his importance in the work of the group. It affords the growth in self-control and gives the security he needs for assuming the manipulative tasks at hand. An article on types of handwork for children and one method of carrying out work projects was published in 1946 under the title of "Directed Activities in the Kindergarten."<sup>7</sup> There, the author states, "The responsibility assumed in undertaking the task and the confidence developed by its completion teaches even the timid child to anticipate future lessons joyfully and to meet them with assurance and determination."

Last of all we have our nature lessons. Whether these fall under literature or are provided by outdoor strolls or science projects, they are abundant in unfolding the

<sup>5</sup>Daniel A. Lord, S.J., *Chants for Children* (St. Louis: The Queen's Work).

<sup>6</sup>Sister Agnes Therese, *op. cit.*

<sup>7</sup>Sister Agnes Therese, "Directed Activities in the Kindergarten," *CATHOLIC SCHOOL JOURNAL*, 1946, Vol. 46, pp. 292-293.

## BIBLIOGRAPHY OF BOOKS FOR THE FAMILY UNIT

Author	Title	Need	Publisher
Adelson, Leone	<i>All Ready for School</i>	Security	McKay
Bannerman, Helen	<i>Sambo and the Twins</i>	Humor	Lippincott
Barr, Jene	<i>Baker Bill</i>	Appreciation of fathers and their role in the family	Whitman
	<i>Fireman Fred</i>		
	<i>Mike, the Milkman</i>		
	<i>Mister Mailman</i>		
	<i>Policeman Paul</i>		
	<i>Surprise for Nancy</i>		
Beebe, Catherine and Robb	<i>Story of Mary, the Mother of Jesus</i>	Knowledge of Mary	Bruce
Bedier, C.	<i>Lots of Brothers and Sisters</i>		Macmillan
Beim, Jerrold	<i>Andy and the School Bus</i>	Love of school	Morrow
	<i>Mister Boss</i>	Father's authority	Morrow
	<i>Smallest Boy in Class</i>	Generosity	Morrow
Beim, Lorraine	<i>Benjamin Busybody</i>	Family fun	Harcourt
Beim, Lorraine and Jerrold	<i>Two Is a Team</i>	Nonsegregation	Doubleday
de Angeli, Marguerite	<i>Summer Day With Ted and Nina</i>		
	<i>Ted and Nina Have a Happy Rainy Day</i>	Fun on a rainy day	Doubleday
Doane, Pelagie	<i>Boy Jesus</i> (Catholic ed.)	Love of the Christ Child	Oxford
	<i>Poems of Praise</i>	Praise	Lippincott
Farjeon, Eleanor	<i>Prayer for Little Things</i>	Thanksgiving	Houghton
Field, Rachel	<i>Prayers for a Child</i>	Love of God	Macmillan
Flack, Marjorie	<i>Ask Mr. Bear</i>	Love of mother	Macmillan
Gag, Wanda	<i>Snow White and the Seven Dwarfs</i>	Imagination	Coward
Gilbert, Helen	<i>Dr. Trotter and His Big Gold Watch</i>	Confidence in the doctor	Abington
Grimm, Jacob and Wm.	<i>Grimm's Fairy Tales</i> (retold by Rose Dobbs)	Imagination, delight, honor	World
Lenski, Lois	<i>Surprise for Mother</i>	Thoughtfulness	Lippincott
Lindman, Maj	<i>Flicka, Ricka, Dicka, and a Little Dog</i>		Whitman
	<i>Flicka, Ricka, Dicka, and the Girl Next Door</i>	Kindness	Whitman
	<i>Snipp, Snapp, Snurr, and the Big Surprise</i>	Thoughtfulness and love	Whitman
	<i>Snipp, Snapp, Snurr, and the Gingerbread</i>	Family care and love	
	<i>Snipp, Snapp, Snurr, and the Buttered Bread</i>		
Patton, Lucia	<i>Little Echo in the Hills</i>	Kindness	Whitman
Piper, Watty	<i>Eight Fairy Tales</i>	Imagination, ideals, hatred of wicked deeds	Platt
Puner, H. W.	<i>Daddies and What They Do All Day</i>	Fathers	Lothrop

### POETRY BOOKS

Jones, Jessie Orton	<i>Secrets</i>
de la Mare, Walter	<i>Down aDown Derry</i>
Milne, A. A.	<i>Now We are Six</i>
Doane, Pelagie	<i>Poems of Praise</i>
Sheed and Ward	<i>Gospel Rhymes</i>
Lord, Daniel, S.J.	<i>Psalms of Praise</i>

glories of God in His creatures. No teacher should be without *Secrets*,<sup>8</sup> Jessie Orton Jones' unique proclamations of God's providence in the care of the least of His creatures. Speaking of vegetables, "many shapes, many colors, many tastes" . . .

How could they know just how to be themselves?

God must have whispered to them in the ground

And told each one the secret of itself.

And again — about tulips:

All winter God remembers who they are  
And never gets them mixed with other things.

I'm sure He'll always know that I am me.

Who else would think of saying about an insect:

Have you seen that strange insect called "walking-stick?"

That is just what he looks like — a walking-stick.

Isn't he funny? I think he is one of God's little jokes!

Her secrets about little things, she ends with:



God gives me love to love the world He made.

I fold it all up close inside myself

And say a little "thank You" in my prayer.

Beautiful? Yes! And yet just a part of what every child under our supervision should have.

Play is undoubtedly one of the most important periods of our day. It is here that the child shows his true self. Given the freedom to go where he wills, use what he likes, play with whom he chooses, we see him as he is. We see the timid child

withdraw into a corner to play alone. We see the aggressive child selfishly assume ownership of the best toys. We see the fearful child draw away from the slide, the jungle gym. Gradually, little by little, we bring these undesired situations under control, never content until each child under our supervision is able to play happily, joyously, generously in the group.

Thus, without moralizing, but with making use of the beautiful and the best, we help train our children not only to know, but to put into practice, to live at their level, the principles of our Catholic faith.

Fortunate are the schools which have the services of all of the above-named personnel, but the number which does not have them is "legion." Therefore, since the kindergarten is the portal through which the child passes into the elementary school, the teacher must be professionally equipped to help every child acquire a sense of security as he enters upon his formal educational career. I say "formal" because education begins with the child's consciousness of existence and by the time the little tot comes to school he has already learned much.

### When Is Speech Defective?

Charles Van Riper defines defective speech as that which deviates so far from the speech of other people in the group that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted to his environment.<sup>4</sup> Speech handicaps are classified into two main categories: (1) those requiring medical treatment; (2) those requiring educational treatment.<sup>5</sup> The vitally important years for the training of speech are the first five years of life, the period in which the child is normally acquiring it. It is the transition from the period of meaningless speech, through the period of conscious control of speech, to the period of automatic control that is fraught with the most subtle dangers to the speech powers of the child.<sup>6</sup> Parents are the first teachers of the child but, for the most part, they shirk this responsibility of speech retraining believing in the erroneous opinion that early articulatory defects are outgrown. Since the kindergarten is the next training ground, it becomes the duty of the person in charge there to equip herself for the task which is hers by virtue of her profession. Van Riper says that the most effective time for speech retraining is in the first few years of a child's school life, and each year of defective speech which is added to a child's existence lessens the probability of his overcoming the handicap and developing a normal personality.<sup>7</sup>

### Teacher's Duty to Parents

The teacher has a responsibility toward the parents as well as toward the child. With the entrance of their first child into kindergarten, young parents make their first formal contacts with the school and the

<sup>4</sup>Charles Van Riper, *Speech Correction, Principles and Methods* (New York: Prentice Hall, Inc., 1939), p. 6.

<sup>5</sup>James Bender and Victor Fields, *Principles and Practices of Speech Correction* (Chicago: Pitman Publishing Co., 1938), p. 65.

<sup>6</sup>Margaret Blanton and Smiley Blanton, *Speech Training For Children* (New York: D. Appleton-Century Co., 1919), p. 88.

<sup>7</sup>Van Riper, *op. cit.*, p. 9.

## The Kindergarten Teacher — Aide to Speech Therapists

By Sister M. Luella, C.S.J.

Director of Elementary Teacher Education, Marymount College, Salina, Kans.

Every classroom teacher, but more especially the kindergarten teacher, might well take for her pedagogical slogan the fundamental principle of first aid which is: Do no further injury. It rarely happens that the primary teacher does not have in her class several children who have a speech handicap of one type or another. If the disorder is serious, it is invariably accompanied by serious disturbances of the whole personality. With the present movement toward the deinstitutionalization of exceptional children comes a greater responsibility for the regular teacher for it brings her into contact with various types of pupils who require treatment different from that of average children.<sup>1</sup> Special rooms or classes may be provided for the handicapped but the children are sent to the regular classes for a part of each day to give them contact with normal classmates. The number of elementary school children with speech defects exceeds the combined registration of deaf, blind, crippled, and mentally retarded pupils.<sup>2</sup> Therefore, it is

imperative that teachers be trained adequately though they do not need the very specialized training which the speech therapist has; they should always refer serious cases to a specialist.

### The Classroom Teacher's Role

In his book, *Speech in the Elementary School*, Mardel Ogilvie gives the classroom teacher the all-important role of "captain of the team whose purpose is to correct a child's speech."<sup>3</sup> Ogilvie says:

Members of a school staff are effective in working with children when they work as a team. In the case of speech difficulties, the school doctor checks the physical health of the child. The psychologist helps the teacher and the correctionist understand both the child and his parents. The principal calls on the resources of the community, such as the medical specialists and the social worker. The correctionist works directly with the speech of the child and coordinates some of the special services. But the classroom teacher knows the child best since he is with him all day. . . . He is interested in his development, in the furtherance of effective communication in the classroom, and in the establishment of good human relationships within the group.

<sup>3</sup>Mardel Ogilvie, *Speech In The Elementary School* (New York: McGraw-Hill, 1954), pp. 236, 237.

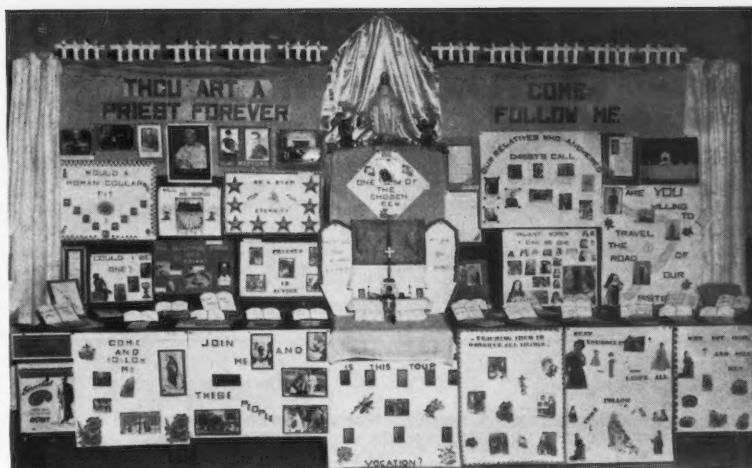
<sup>1</sup>Dorothy Barclay, "Regular School for the Handicapped," *New York Times Magazine*, Sept. 9, 1954, Sec. 6, p. 54.

<sup>2</sup>Dr. Arthur Mulligan, "The Function of the Diocesan Speech Clinic," *CATHOLIC SCHOOL JOURNAL*, Mar., 1951, p. 77.

majority of them seek counsel from the teacher regarding the training of their child. If these parents have a child who is handicapped because of faulty speech habits they will welcome any advice given graciously and tactfully and will co-operate wholeheartedly with all in the school administration who show an interest in helping the child overcome his handicap so that he can adjust himself as normally as possible to classroom routine while in the curative stage. If parents are made more aware of the vital part they play in the proper development or in the retardation of their child's speech, the percentage of children having speech difficulties will be much lower.

### The Kindergarten Teacher's Part

A study is being made by the writer of this article, a Sister of St. Joseph, Concordia, Kans., under the direction of Dr. John C. Lynch, director of teacher education and professor of education at De Paul University, Chicago, to determine the role which the kindergarten teacher can and should play in the program of arresting the development of speech handicaps and the retraining of the defectives. It is a comparative study of the techniques and practices used by speech therapists and by kindergarten teachers in detecting and correcting speech handicaps in five-year-olds. The findings will be useful to kindergarten teachers and to the neophyte in the field of special education as a speech correctionist. The research will point out the possibilities of kindergarten teachers as aides to the correctionists. The present number of trained specialists can help only



Display of a vocation project at Sacred Heart School, La Grange, Texas. The many posters and essays were produced by seventh and eighth grade students. Sisters of the Incarnate Word and Blessed Sacrament are the teachers.

a small percentage of the vast number of children who need help. A check list of the most common defects, their causes, and the types of treatment used was prepared under the supervision of John King<sup>8</sup> after a critical analysis of current writings. Specialists and kindergarten teachers were asked to check what they consider, in the light of their experience and professional reading and research, the most common cause(s) of each of the speech handicaps listed and the types of treatment which

<sup>8</sup>John King, A.M., speech therapist in the Grand Island Public School System, Grand Island, Neb.

they use for each. They were also asked to check the handicaps for which re-education can and should be begun in kindergarten by the teacher if she has had basic training in speech correction. Furthermore, the therapists were asked to rate a list of authors A, B, or C by deciding whether, in the field of speech therapy each is: A. An established authority. B. A recognized but not established authority. C. Unknown to the person rating the list. The purpose of this author rating is to acquaint teachers with the names of the most widely accepted authorities in the field of speech therapy. Suggested college courses which are considered necessary for basic speech correction training for a classroom teacher will be listed in the study.

The Midcentury White House Conference reported that 5 per cent of the children between the ages of 5 and 21 are seriously handicapped by speech disorders.<sup>9</sup> Herein lies a challenge for us — the nursery school and kindergarten teachers! The specialists cannot take care of all cases unless we help with the drill work. What can we and what will we, as educators, do to lower the percentage, thus helping the less fortunate little tots overcome their handicap before being forced to take an active part in the world outside the home? Tremendous adjustments must be made by these little children and we, realizing fully that the fundamental purpose of the kindergarten is to help children make proper adjustments as they grow in "wisdom, age, and grace," will keep alert to the individual needs of each child entrusted to our care.

<sup>9</sup>ASHA Committee Report on the Midcentury White House Conference, June, 1952, p. 129.



### Mary's Shrine in Every Yard

"Young Citizens of Mary," the Civics Club of Grade 8A, St. Saviour School, Cincinnati 36, Ohio, sponsored the construction of outdoor shrines of Our Lady of Lourdes during the centennial year. More than 400 of these shrines have been erected in the parish.

EDWARD A. FITZPATRICK, Ph.D., Lit.D.  
Editor

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## SMALL CLASSES AND CATHOLIC SCHOOLS

### NO. 1. MONSIGNOR SHERLOCK'S ANALYSIS

Roger A. Freeman's *School Needs in the Decade Ahead* brought sharply to public attention the question of the significance of small classes, in public schools particularly. The newspapers directed national attention to the subject. The National Education Association's answers to this and other aspects of the study revealed the weakness of its position. In fact, it looks as if the American public, instead of being given information about these schools, is being served propaganda. These public discussions of education have their reaction on Catholic schools. Consequently, we are presenting the view of a Catholic educator, Monsignor Sherlock, the able superintendent of schools of the Archdiocese of Boston.

Long before the present controversy began, Msgr. Sherlock, in the *Boston Pilot* (October 20, 1956), pointed out the lack of research studies regarding what was so readily — and naturally — assumed, namely that smaller classes were indubitably better for school achievement. He pointed out that only in 4.1 per cent of 73 studies available were the results significantly in favor of small classes; but in exactly four times the number of studies — 16.4 per cent — the results were notably in favor of larger classes. And in the later studies, more adequately controlled, the "trend shows even more to the advantage of the larger classes."

Msgr. Sherlock's discussion, in addition to its spirit of fairness, was one of the most practical that we have seen. Some of his conclusions on schoolroom practice and method are worth study.

1. The research definitely tends to favor large classes at every level of instruction, except the kindergarten.

2. Small classes are preferable in working with dull pupils, though one study reported that even in working with dull pupils larger classes are better if the dull pupils are homogeneously grouped.

3. Teachers apparently did not find disciplinary problems a serious difficulty.

4. Research results show that large classes foster "greater self-reliance among pupils, good attitudes, and good work habits."

5. A rather surprising result of one rather careful study of waste of time found small classes more wasteful.

6. It was found that teachers readily adjusted to large classes, found them more stimulating, and readily developed facility in handling them.

7. Teachers of large classes, as indeed of all classes, "should not be burdened with excessive clerical and other non-teaching duties."

8. Teachers' health was not adversely affected by large classes as had been assumed.

Msgr. Sherlock sees the need for more research, even though the present stud-

ies show clearly definite trends. There are, he says, advantages and disadvantages of large and of small classes, "but the trend of the research shows that mere size of class has little influence on educational efficiency. If it can be said to favor any view, it would be in favor of larger classes." And especially significant for Catholic education, with its tendency to imitate public school practice, is his final sentence:

"When we add to the results of research, the financial condition of American schools and the shortage of teachers in most areas, the burden of proof is placed overwhelmingly on those who advocate small classes." — E. A. F.

### CAN THE TEACHER "COMMUNICATE" INTELLECTUAL POWER?

We read with a little surprise in Arthur Bestor's *Educational Wastelands* the following sentences:

"Liberal education, in other words, is essentially the communication of intellectual power. That it cannot be communicated by someone who does not possess it — by a teacher who is not also a scholar — is self-evident. But neither can it be communicated by scholars and scientists if they pay too much attention in their classes to *what they have learned* and *too little to how they have learned it*."

We do not raise at this time the serious question that may be raised against alleging that any education communicates "intellectual power." We assume for the moment that the author of this quotation is talking about "disciplined thinking," "critical insight," or some of the other phrases he uses. Our concern today is with his second sentence: that it is self-evident that only a scholar can "communicate" the intellectual objectives of education — and



then only if he teaches the method of his learning.

The greatest scholar in the world could do nothing—or hardly anything—with a low IQ, and with the highest IQ he could do nothing unless the student co-operated and by his own self-activity generated within himself the power. If we understand the word “communicate” correctly, there is no communication to the student of any power or of anything the teacher possesses. What the student has is the result of his own activity; genuine education is self-education.

This issue is raised on the college level in the form of the relation of research to teaching. Fuller knowledge undoubtedly helps the good teacher, and an appreciation of the methods and results of research are useful, but there is no necessary connection between scholarly research as such and good teaching in the college of liberal arts nor in the secondary school.

In the Sachs Prize Essay of 1926<sup>1</sup> I examined the question of the scholarship of teachers in secondary schools and suggested that the primary qualification of the secondary school teacher was a genuine liberal education marked by a many-sided personality, critical insight, and a high sense of human welfare. And the second requirement we quote from the Essay:

“The second main requirement for teaching in the secondary schools is a mastery of the subject matter to be taught, particularly as it is related to the mind of the adolescent. This embraces, as has already been indicated: (1) a comprehensive grasp of the subject as an organized body of knowledge, familiarity with its principles of classification and its method, and a fairly extensive, accurate knowledge of its content; (2) an appreciation of and preferably some research in the problems of the subject; (3) a knowledge of its application in the ordinary affairs of life, and a knowledge of the history of the subject and its great leaders.”<sup>2</sup>

The great thing in the teacher is not “the scholar” but the man—liberally educated, informed on what he has to teach, interested in youth, and possessing some skill in stimulating in the student the processes of education in the direction not merely of knowledge, but of a worthy ideal of human life.—  
E. A. F.

<sup>1</sup>Fitzpatrick, Edward A., *The Scholarship of Teachers in Secondary Schools* (New York: Macmillan, 1927).

<sup>2</sup>Ibid., p. 78.

## A Catechetical Renewal in the St. Louis Archdiocese

By Rt. Rev. Msgr. James E. Hoflich

Superintendent of Schools, Archdiocese of St. Louis

Following a reorientation program in the teaching of reading in the primary grades, we saw the need to revitalize the total pattern of teaching in the primary field with special emphasis on the teaching of “Catechism.” With this in mind, several primary teachers were assigned to various roles in the development of better teaching for better times.

The directives for the teaching of religion were given by Sister Rose Therese of the Congregation of the Sisters of St. Joseph of Carondelet. Sister brought forth in a tentative outline the riches she had gathered from the attentive reading of *Lumen Vitae*, the international review of religion; the teaching of Father Joseph A. Jungmann, S.J., of Innsbruck, as expressed in the writings of Father John Hofinger, S.J., of Manila, P. I., which readings were ultimately perfected by Sister who was a pupil of Father Hofinger at the University of Notre Dame. To the above resources, Sister brought to her work, the results of 25 years in working with small children.

### A Herald of God's Kingdom

For a year the teachers in the primary grades followed the suggestions as found in *The Good News*, the name given to this kerygmatic approach in teaching the Glad Tidings. The title indicates the tonality of this approach. The teacher is the “kery,” the “herald,” who proclaims the joyous message of God's Kingdom. The teacher announces with sincere joy that God so loved, He created; He so loved, He sent His only-begotten Son to show us the way to Himself; He so loved, He sends, through His Son, the Holy Spirit Who vivifies us to return love for Love.

This approach is the psychological way of reaching the heart of the young child. Through Sacred Scripture (Bible history), the child enters the History of Salvation, and through it lives and grows in the way the Father has established for us. To bring unity to the teaching and living of Sacred Scripture, liturgy, and dogma, the Church's year is the center from which the three-

fold means of instruction radiate and fuse into a pattern of Christian living.

### Enthusiastic Teachers

Realizing that which was presented in *The Good News* was first approved and “blessed” by Archbishop Joseph E. Ritter of St. Louis, and was, in most instances, avidly received by the teachers, and carefully scrutinized by Father Hofinger with many suggestions for enlargement, we requested Sister Rose Therese to form a more detailed plan for the teaching of religion in primary grades. Sister brought to this second work her deepening appreciation of the teaching value of sacred liturgy which, long preceding the theory of Dewey, enables the children to “learn by doing,” for sacred liturgy “Gives what it teaches.” While *The Good News* is still in the embryonic stage, the message and form it contains has brought the desired effect to the teachers: an awakening to the Catechetical Renewal; an awakening to the great riches of the Church: Scripture, liturgy, dogma—all flowing into a pattern for living.

With the teachers alive to the Catechetical Renewal, we requested from major superiors that the Sisters who, apart from the primary committee, had been formed into a committee for the teaching of religion, could be free to be summer students of Father Hofinger and the equally famous psychologist and catechist, Doctor Josef Goldbrunner of Munich, Germany. With whole-hearted approval from the provincials, eight Sisters went to the University of Notre Dame last summer and produced while receiving! Thus under the daily influence of these vital leaders in the Catechetical Apostolate (which apostolate, by welcome necessity, includes the Scriptural and liturgical apostolates), the Sisters effected an outline for the teaching of a “systematic catechesis” for the upper grades. As the children of the primary grades are introduced to the History of Salvation through a historical-narrative approach, it is necessary that the children of the upper grades meet the “more per-

fect," the way of the Catechism. With this more perfect way, there is always associated the basic way of Scripture, enriched by the way which possesses priority of all — sacred liturgy.

#### Further Preparation

The work of the summer was brought home, mimeographed by our personnel of the school office, and distributed in November of this present school year to all the schools of the St. Louis Archdiocese. Much development is needed but the seed is sown; fruition will follow. The same committee will again be at Notre Dame this summer receiving *The Glad Tidings* from Doctor Goldbrunner. (Father Hofinger works this summer in San Francisco.) Again work will follow instructions and what was initiated last summer will develop into a more detailed form.

To give firm foundation to this growing awareness of the catechetical apostolate, we invited, in September, 1958, Father Hofinger to give a four-day institute for the teachers of the Archdiocese. Adhering to the major themes of his book, *The Art of Teaching Christian Doctrine*, Father pro-

claimed in twelve lectures the significance of the kerygmatic renewal: the task of the herald in proclaiming the message of the King and the order in which this proclaiming is to follow.

#### God's Love Toward Us

Since our message is, by its nature, the message of Divine Love, the structure of the catechism has to bring forth clearly the leading idea of the Christian religion. Following the pattern of the Roman Catechism (Catechism of the Council of Trent), this could be done (without revolutionizing catechetical instructions) by showing in the first part of the catechism *God's love toward us* (Creed and Sacraments), and in the second part our right *answer to God's love*, through filial worship in prayer and action (Commandments). In opposition to the order usually found in the catechism: Creed, Code, and Cult, which places our message upon a religion of obligation, the order developed from the Roman Catechism presents the Christian religion as the religion of the Divine Riches, as the Good News of Divine Love and Life. It is this Living which the chil-

dren of today, the children of America, need. Give them a Life to live and then they will want to live a life of prayer and observance of the Commandments.

From the task of our Apostolate and the order in which we are to perform it, Father Hofinger developed the theme of our heralding: the Mystery of Christ. Through the Mysteries of Christ and our participation in them, we are led to the Father in the love of the Holy Spirit. In such a light, the kerygmatic approach in teaching religion is seen in its characteristic aspect: Christocentric and Theocentric. "This is everlasting life, that they may know Thee, the only true God, and Him Whom Thou hast sent, Jesus Christ" (Jn. 17:3).

Being most interested that all our teachers become thoroughly acquainted with the principles which guide the catechetical renewal in our archdiocese we earnestly recommended our teachers to provide themselves with a personal copy of Father Hofinger's *The Art of Teaching Christian Doctrine*. There they will find these principles systematically expounded and substantiated, together with many practical hints for their realization.

#### An experiment for Upper Grades

## SPANISH for Superior Students

By Sister Teresa Clare, S.C.N.

Nazareth College, Louisville, Ky.

It all came out of a psychometrics class in the course of which some 175 children, leaders of their classes in their respective parochial schools, were tested and found to have IQ's above 100. Those who entered the Spanish class ranged from 120 to 156. Here were children known to have unusual ability, but, so what? No immediate plans to channel their talents were in the offing. This situation gave me the opportunity to help at least a few of these youngsters and at the same time to try out some theories of my own relative to teaching foreign language on the elementary level.

The experimental class consisted of six boys and eight girls. Two of the boys were entering high school, and two girls, the sixth grade. The two little girls who were barely 11, had IQ's of 156 and 145 and the two boys, just 14, 120. The others averaged approximately 135. I was wary about taking the older boys but the arguments in

their favor were so cogent that I could not refuse. I hoped that the mentality of the little girls would make up for the difference in years. However, if I had it to do over again I would not put the younger children in the same class with the older ones.

The classes were scheduled to open on June 25. I confess that I looked forward to that day with no little trepidation. What would I, who had never taught children, do with them? I decided that the best thing to do was to get all the information I could about my prospective class before I met them and to make the experiment a big game. Accordingly, I wrote each of them a letter proposing a long cruise of exploration and discovery, the end results of which promised to rival the exploits of Columbus and all the other sailors of the seven seas. I reminded them that before undertaking such a project it seemed wise for the captain to know his crew. And so I invited them to write me

a letter telling me all about themselves, their interests, their hobbies, their likes and dislikes; their favorite sports, their plans for the future; and I concluded by asking for suggestions for a name for our flagship.

#### The Captain and the Crew

The answers came, fresh, frank, individual. Among that crew there were musicians, dancers, philatelists, chinchilla and goat fanciers, weather forecasters, doll collectors, swimmers, and what will you. You do not wonder that I looked forward to meeting those youngsters, nor will you be surprised at the zest with which I set to work to convert the assigned classroom into the semblance of a ship. I covered the walls with maps, travel posters, charts. The rear of the rather long, narrow room had two large windows. That became the stern of our ship from which we flew the flags of all the Spanish-speaking coun-

tries. To avoid any semblance of a classroom, we arranged the chairs in a semi-circle—not too close together so as to lessen the temptation to nudge, push, or step on feet. Classes were scheduled from nine to twelve with two ten to fifteen minute breaks between classes and half an hour of music.

### The Direct Method

We used no textbook, the idea being to make the learning process as natural as possible—and as painless—but at the same time as purposeful as careful planning could make it. Each hour, each day, each week had its particular objective.

This, however, did not preclude the introduction of matter the occasion might suggest. For example, one day the wind was very strong. It blew over the flags and scattered papers and folders. Here was a made-to-order opportunity for learning weather terminology: wind—*viento*, *viento fuerte*, *hay viento*. Then, it is hot, it is cold—*hace calor*, *hace frío*; it is sunny—*hace sol*; and the distinctions between weather conditions and personal reactions: I am hot, *tengo calor*; I am cold, *tengo frío*. By a singular coincidence a steamer on the river stridently announced its arrival. Then and there we learned the distinction between the blowing of the wind, *soplar*, and *silbar*, that of the boat. *Jugar a la pelota*, to play ball and *tocar el piano*, to play the piano, were learned naturally from experiences in the courtyard and in the social room, and were never afterward confused.

Songs formed the background of the formal work in grammar: sentence structure, syllabication, diphthongization, accentuation, roots, and cognates. Singing was their joy. All of them had good voices and all read music. As a result, before the end of the term, each of the 14 boys and girls had a repertoire of 14 songs ranging in difficulty from such simple rounds as *Martinillo* and *San Sereni* to *Una Tarde Fresquita de Mayo* and *O Noble Pan-América*, all memorized and, at the slightest provocation, sung with zest. They would sing their favorites first and, if not discouraged, proceed to repeat the whole collection. Naturally, each song was chosen with the idea in mind of putting over some particular point, or of acquiring a special vocabulary. *Me Gusten Todas* is a case in point. I like, you like, *me gusta*, *me gustan*, *le gusta*. A difficult idiom became easy and natural.

### Eager Students

It was never necessary to talk down to those children. They could always reach up. Their eyes told me when they under-

stood and they told me, too, when they were bored. They loved it when I introduced points in historical grammar and made comparisons with the mother tongue. On our agenda there were geography, history, music, art, customs, archaeology, as well as the art of communication.

The first hour of the first day was given to introductions, greetings, and farewells: *Me llamo. . . . Cómo se llama usted? Mucho gusto en conocerla a usted, señorita. . . . Adios—Hasta la vista—hasta luego*. They had great fun at it and tried out their new knowledge on everybody they met on the campus that day and every day thereafter.

At the eleven o'clock period, that first day, we tackled the alphabet using a Spanish analogy of "one, two, buckle my shoe" . . . only ours ran:

A b c ch, a la ronda jugaré  
D e f g, dulcemente cantaré  
H i j k, a besarme el sol vendrá

There followed, in due time, the distinction between strong and weak vowels; open and closed "e" and "o"; digraphs; division into syllables; diphthongs, which we called *matrimonios*; accent, and the rules governing it—all those little things that older students seem to find so elusive.

### Living With Spanish

Roll call each morning called for repetitions of introductions and acknowledgments. The first student introduced himself or herself to the boy or girl to the right and so on down the line. *Inspection* followed, with this difference, the *readiness* of the crew had to do with things of the mind. This was the time to find out how much had been retained of what was learned the day before and the week before, and to freshen up what was hazy. Once a week we had a vocabulary quiz, sometimes oral, sometimes written.

I never assigned homework. It wasn't necessary: friendly rivalry supplied the stimulus. No one, if he could avoid it, would be surpassed by another. Class was supposed to begin at 9 o'clock, but, with a single exception, all the children were in the building by eight, or a few minutes after. The captain made it a point to be there too, if only to keep some check on exuberant spirits. We had a lot of fun in the course of that hour: vocabulary matches, recitations of poems learned in class, discussions of TV shows, and the latest sports news.

Early in the program we learned to count and, to fix the numbers more surely, on an average of two or three times a week, we played *Bingo*, the winner's prize

being the privilege of calling the numbers. Occasionally we played other games for purposeful recreation. After *Bingo*, *Diablo y Angel* held the preference. Here color and the paying of forfeits, all in Spanish, of course, was the object.

The common, ordinary things of life furnished the basis for our learning experiences: things which have to do with the individual—parts of the body and articles of clothing; the family and relationship; food, drink, eating, sleeping; transportation; buying and selling; uses of *ser* and *estar*; of *tener* and *hacer*. A couple of times we had a thunderstorm and *trueno*, *tronar*, *relampagos*, *rayo*, *lluvia*, *llover* became a part of our active vocabulary.

Once a week we boarded our magic *avión*, *Los Cuatro Vientos*, which we always kept in readiness on deck, and flew off on some expedition, archaeological or otherwise. We investigated Maya, Aztec, and Inca ruins and artefacts and learned about their civilizations; or we took off on a tour of Spain, Cuba, Mexico, and Peru. We visited their art museums, listened to their music, and took in all we could of their culture, customs, and manner of life. One afternoon we had a formal *merienda* in the college drawing room to which the class invited their mothers. *Verba mate* and Puerto Rican conserves formed a part of the refreshments.

### Fiesta for Parents

At the conclusion of the course we staged a *Fiesta* for parents and others who might be interested. What it really amounted to was a *repaso* of the summer's work. All 14 songs found a place in the course of the program. There was a long choral recitation, *Himno del niño americano* by Gastón Figuiera, two dances taught by one of the girls: *El Jarabe Tapatio* and *La Cucuracha*, and a rather realistic Mexican market scene with much hawking of wares, buying, and selling. When some one lost a cue there were no awkward pauses—they improvised in their newly acquired tongue and did not do it badly.

I know that this seems an all but incredible achievement for a single six weeks' summer course, and I confess that I would have had difficulty in believing it, too, if I had not had the experience. I have never put so much into a course, nor have I ever enjoyed anything quite so much as I did working with that class. It all but spoiled me for regular teaching. I miss the friendly rivalry, the ebullience, the enthusiasm, the quick grasp and ready memory of children who had not learned to be self-conscious.



# A Study of "The Listeners"

## by Walter De la Mare

By Sister M. Andrew, O.S.B.

Benedictine Heights College, Tulsa, Okla.

Mr. De la Mare has been called a dream poet. Certainly his atmosphere of quest, of query, of loneliness, of the "last look" at the particular experience or "phase of beauty" he is describing puts his reader into a dream mood. Not that De la Mare is a poet of one mood only but, in as much as he is among the greatest writers of dream poetry, this spring of vision seems to flow as involuntarily and as impulsively as the dream itself; but the elemental motive of all this class of poetry is transmuted by the poet's intellect and imagination before it is crystallized into verse.

### Our Lost Eden

De la Mare, though potentially a Christian, expresses no creed. He sets forth no particular philosophy of life; however, his poetry of life is psychologically rather than photographically accurate. A large amount of uncertainty and brooding is found in much of his verse, but perhaps it is only the uncertainty of dreams. Or is it merely a dream? In "The Listeners" we are brought to the fringe of mystery; we knock at the door of our lost Eden and yet cannot quite cross the threshold. There are those who cross—the mystics, for whom no mysteries exist—for they have penetrated them. This poem is full of a secondary mysticism, the mysticism that is aware of mystery and hungers for it; yet lingers on in the twilight of a dream world.

"The Listeners" clearly reveals this dream impulse. The poem has been interpreted as a child seeking happiness in its mother's presence—hence the quest is for her. Again, it has been interpreted as the poet's own "quest for beauty" with an invitation to mankind in general to join him in the search. De la Mare has kept a balance between dream and reality, and between emotion and subject matter. Is not the lonely traveler a symbol of the lonely soul withdrawing spiritually from the busy world of men and modern society and seeking "something beyond" the stupidity of materialism? Is it not the attempt to express a common emotion, the wish for satisfaction in sympathetic and understanding companionship? An escape from

life as it is to life as it might be? A search for the simple happiness of children? The dream is presented to us in the following lines:

"Is there anybody there?" said the Traveler,  
Knocking on the moonlit door;  
And his horse in the silence champed the grasses  
Of the forest's ferny floor:  
And a bird flew up out of the turret,  
Above the Traveler's head:  
And he smote upon the door again a second  
time;

"Is there anybody there?" he said.

The above lines symbolize De la Mare's anxious brooding on his present pilgrimage. The traveler mounted on horseback is earnest in his desire for the "higher realities." The "moonlit door" symbolizes the lively quality of his expectation of success, and the repeated knocking on the door shows us that the poet is sincere in his effort to attain his desires. The bird that flew up out of the turret tells us that the traveler's longings were not wholly material, but soared upwards.

### Phantom Listeners

"But no one descended to the Traveler,"

In this line De la Mare begins to prepare us for the receiving of the disappointment that comes to everyone in life. He shows us "only a host of phantom listeners," hearing his repeated calls, but giving no assurance of sympathy. Again he gives us the feeling of eeriness by the line—

Stood thronging the faint moonbeams on the  
dark stair,  
That goes down into the empty hall,

Here stand the ghosts of dead hopes in attitudes of listening intently to the lonely traveler's call. The traveler feels "in his heart" the strangeness of their stillness, and begins to realize the possible futility of his desires for sympathetic and understanding companionship. At last he knocks once again, more loudly than before and lifts his eyes to the upper window and calls.

"Tell them I came, and no one answered,  
That I kept my word," he said.

Just here the dream quality of the poem would seem to be lost, at least temporarily, for the poet introduces a motive. The lines have a story in them that seems to indicate that the traveler had been expected in the fulfillment of a tryst. For is not the poet

consoling himself with the statement that he had been faithful to his obligations, and he had not been rewarded? The only reply he gets is the echo of his own words through the "still house"; the loneliness of his spirit increases. He mounts his horse and rides back the way he had come, filled with the thought that he had knocked in vain. His desires as a silent mist, surge "softly backward" unsatisfied. "The Listeners" is a poem deserving a great amount of study.

### Poetic Language

Probing deeply into the poem the reader is charmed by its combinations of rhythm, sound, image, pattern, and music. Like the dream itself, this poem originates in the subconsciousness of the poet and through the use of beautiful imagery becomes "real."

De la Mare often uses sound for sound's sake, but he does it with a very keen sense of the values of sound. The imagery is structural as well as decorative. As examples of these: "Knocking on the moonlit door"; "champed the grasses" we hear the peculiar sound made by the movement of the horse's hoofs in the "silence" as he moved over the "ferny floor." Other examples are: "smote," "descended," "still," "phantom listeners," "cropping," "shadowiness," "iron on stone," "plunging hoofs." (These images come within the scope of our students' experiences and are readily evaluated.)

### Expression of Thought and Feeling

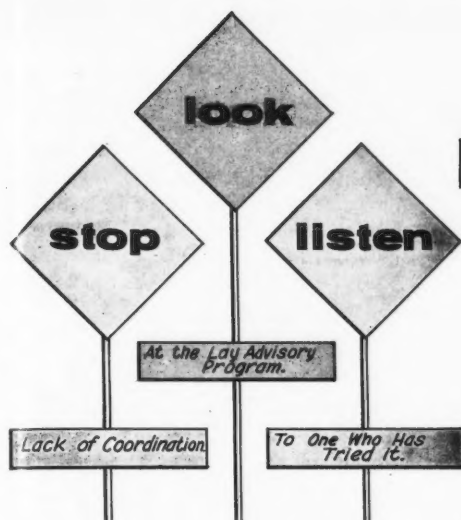
In the study of this poem it is interesting to stress the negative picture given in the lines:

But no one descended to the Traveler;  
No head from the leaf-fringed sill  
Leaned over and looked into his grey eyes,  
Where he stood perplexed and still.

Here it is interesting to show the skill of the poet in intensifying silence and movement by stating their absence.

As a study of versification, one can show the metrical scheme which is the skeleton of the poem. Trochaic trimeter, or possibly some would say iambic is the predominate meter in the even lines only, and even here it is very much modified. The regular and emphatic beat of these even lines form a balance for the uneven lines and produce a delightful musical effect.

The combination of rhythmical subtleties, colorful music, wealth of lovely imagery, and the atmosphere of unreality make "The Listeners" a true gem of poetry. May we not dream as well? Who knows but that some day we may step across the threshold of mysticism and knock at the door of the "lost Eden"?



# HELP for Our Lay Teachers

A faculty must co-operate to succeed

By Sister M. Joachim, H.H.M.

Louisville, Ohio

Successful teachers are elected on the following platform: Willingness to Learn; Courage to Try; and Perseverance in Effort. But the beginning lay teachers need help—help from their Sister advisers. We have a serious obligation to bring Christ to the little ones and since the lay teachers have come to our assistance, it is our duty to share with them our wealth of knowledge and experience.

It is one thing to read the directions in a manual and actually to put these procedures into practice. Let me cite an incident that happened in our school. The lay teacher with whom I worked was having a word drill as outlined in the manual. However, it was stereotyped—in fact, it was just a matter of memorizing the words. If that had continued throughout the course of the year, you know what would have happened to that class. This teacher realized that there was something lacking in her lesson and she herself had asked that it be observed. She was truly interested in being a good teacher, one who was interested in her pupils' progress. It was quite evident that this class needed to have *meaningful* drills—rhyming words, matching, similar meanings, etc., something to help the pupil to *really know* these words and to be able to recognize them at a later date. This enthusiastic lay teacher immediately went to work and followed the simple suggestion of her adviser. To her great satisfaction she saw an improvement in the youngsters' ability to retain these words.

The young lay teacher usually is so intent on her subject matter that sometimes she is oblivious to teaching techniques. These visits which the Sister adviser makes, enable her to note the little incidentals. It may be the use of

the pointer, going to and returning from the board, passing papers and numerous other little details which we take for granted. One example that comes to my mind is noticing that the children were becoming lip readers and constantly moving their heads from one end of the page to the other. This teacher was completely unaware of these bad habits until they were called to her attention. As usual, glad for this help, she immediately sought to correct the situation. I can assure you that it wasn't detectable on the next visit!

Note, however, that it takes not only understanding, time, and effort on the part of the adviser but *willingness, co-operation, and perseverance* on the part of the lay teacher. This will have a familiar ring to it: *The faculty that works together, succeeds together.*

A beginning teacher learns more than we realize when she visits her adviser's room. This is true, especially in dealing with the poorer pupils. Maybe little Johnny needs more help than his pal Tom. The lay teacher can see this as the lesson progresses and she wonders just how Sister will ever be able to get Johnny to say the word "talking." He couldn't give a word that rhymed with walking even though he could give the sound of *t*. "All right," said Sister, "what are you doing when Mother asks you to please keep still?" "Talking," says our friend Johnny. The lay teacher realizes that it is only a simple little device and she keeps it in mind to try with her little friend, Joey. Yes, what we do is simple but our young teachers need that guidance.

Perhaps you have experienced difficulty in turning a key in a lock and just couldn't get it to open. Then someone else comes along and with very little

effort but the right twist the door opens. So with teachers—they know they are using the "right key" but can't get the desired results. The Sister advisers must show them that certain "twist." Then, like magic, the teacher is better prepared to carry on her work.

Now let's switch the scene to something a bit different—atmosphere. You know, as Sisters, we have each other and we discuss how we can make our room more attractive for our pupils who spend a great part of the day in the classroom. Our lay teachers, too, try this but sometimes they give up in despair because they haven't been around long enough to "pick up" some pointers. They *want* their classrooms to be pleasant but they need help. It may just take a few minutes on the part of the Sister, but think what it means to those 40, 50, 60—shall I go on—all right, 70 pupils!

We could go on and on enumerating little helps which are so valuable but time marches on.

Everyone nowadays is out to sell something. We are constantly hearing and reading of the extremes and pressure to which they resort to sell their products or attempt to change our outlook. Take the Communists for example! Well, we have something to sell—but our wares are of a much greater value. We want to sell you the Lay Advisory Program because we want all our children in our parochial schools to have the same opportunities to be good citizens, good Christians. As Kipling said:

It isn't the individual  
Or the army as a whole  
But the everlasting team work  
Of every blooming soul!

Therefore, it is up to the Sisters to go forth and be advisers. *Make* the lay teachers feel that they "belong" and that we *want* and *need* their help in bringing those little souls closer to Christ.

# The Story of Creation

By Sister M. Hedwig, C.S.F.N.

St. Margaret Mary School, Neenah, Wis.

These pictures and the dramatization present a natural development of one of the nine lessons on a unit entitled "Learning More About God and Myself," from *Our Life With God*, a pilot edition of a religion series used in the schools of the Diocese of Green Bay, Wis. The project was developed by teacher and pupils.

The children made individual booklets on the Creation and covered the blackboard with a colorful frieze. The teacher placed tags on the objects in the room signifying that God created all things out of love for man. One little boy, while the class was recalling the many things God created said: "Sisters and priests are the goodness of God to me and I enjoy them very much."

As a culminating activity, the children dramatized the seven days of creation. The statements of the children are original, and hence may vary with classroom situations.

## The Dramatization

GOD: I am God. On the first day I created day and night.

GARY [*holding a picture of the night*]: God created me. People like me because they rest their tired bodies in me.

CONNIE [*holding the day*]: I am the day. God created me so that people could work and play in me.

GOD: On the second day I created the clouds and the air.

MICHAEL [*with a cloud*]: I am a cloud floating in the air. God created me.

PAUL [*holding the picture of wind*]: I am the wind. God created me to make things cool or cold. I stir the air.

GOD: On the third day I created the trees, mountains, grass, and the flowers. I

also made the water and land.

MARGARET [*holding a flower*]: I am a flower. God created me. Sometimes people pick me and place me on the altar. I am used for table decorations.

DAVID [*holding a picture of a mountain*]: I am God's creation. I am big and black. I am proud of being a mountain because I am so close to heaven and God.

LEONARD [*holding a tree*]: I am a tree and God created me too. People pick apples off me.

DAVID [*holding an apple*]: I am an apple. I hang on trees and when picked, I make good apple pie. God also created me.

STEVE [*holding a stone*]: I am God's creature. I am a dirty old stone but I am important.

SUSAN [*holding water*]: I am water. God created me. Fish swim in me. I make plants grow.

GOD: On the fourth day I created the sun, moon, and stars.

MARLENE [*holding the sun*]: I am the sun. God created me too. I like to shine upon this lovely earth and bring it warmth and sunshine.

BONNIE [*holding a star*]: I am a star. I am God's creation. I twinkle out in the night.

TIM [*holding the moon*]: I am the moon. God also created me. I help people see at night.

GOD: On the fifth day I created animals that live on land, in the sea, and in the sky. I also created pure spirits called angels.

ALEX [*holding an elephant*]: I am created by God. Sometimes I am in the zoo or circus.

DICK [*holding a whale*]: I am a whale.

I am God's creature. I swim in the ocean and eat fish.

RICKY [*with a deer*]: I am a deer. God created me. The Wisconsinians like to hunt me.

ROGER [*with a snake*]: I am a snake which God created. I crawl on the ground and scare people with my rattle. Some use me for a pet.

EDDY [*with a bear*]: I am a bear. God created me. Sometimes I eat people, but mostly I eat honey.

BARBARA [*with a butterfly*]: I am a butterfly which God created. I fly in the air and make the world a beautiful place.

DICK [*with a mouse*]: I am a little mouse. I am God's creature. I eat cheese. I think there's a cat around here. He's ready to eat me up [*runs away*].

LINDA [*the cat catching the mouse*]: Meow! I got you. I am the brave cat. God created me to catch mice like you. Be careful, mouse!

CHRIS [*a dog*]: I am a dog. God created me too. I am in pet stores and like to be bought.

JUDY [*an angel*]: I am an angel. God created me. I guide and guard people all day and all night.

DONNA [*an archangel*]: I am an archangel. I am God's creature. I help God in His work.

ANN [*a squirrel*]: I am a frisky squirrel. God created me. I live in trees and store nuts for the winter.

CRAIG [*a fly*]: I am a fly. God created me too. Some people kill me because I like to bother them. I can be very pesty.

MATT [*a bee*]: I am a bee. I am God's creature. People also kill me when I sting. I make honey too.

SANDRA [*with picture of snow*]: I am the snow. God created me. I fall and make a beautiful blanket on earth.

TOM [*with a picture of a turkey*]: I am a turkey. God created me too. My feathers are pretty. I make a good Thanksgiving dinner.

STEVIE [*with a dragon-fly*]: God created me. I fly and eat garbage.

JIM [*with a leaf*]: I grow on trees and turn colors in fall. God created me.

BECKY [*with a lamb*]: I am a lamb which God created. People use my wool for clothes. I say baa-baa.

PATTI [*with a fish*]: I am a fish which God created. I swim in the water and say blub-blub. I am happy that I am a fish.

STEVIE [*with a horse*]: I am a horse. God created me. I help farmers plow in the fields. Boys and girls like to ride me.

LINDA KAY [*with a bird*]: I am a little bird. God created me. I say tweet-tweet and fly in the air.



This second grade dramatized the story of Creation.





Each second grader drew a picture of one of God's creatures for a nine-lesson unit on the Creation.

BILLY [*with a camel*]: I am a huge camel which God created. I have two big humps on my back.

GOD: On the sixth day I took clay and formed a man, blowing into him my breath. I thus made him alive. To make Adam happy, I took out his rib during his sleep and formed a woman and called her Eve. On the seventh day I rested, first blessing all I created [*stretches out His hands over all creation*].

BOBBY: For a few weeks Adam and Eve were very happy in the Garden of Paradise. One day Eve strolled through the garden smelling the lovely flowers and then she sat under the apple tree. This is what happened.

SNAKE [*tempting Eve*]: Eve, if I were you I would take an apple off this tree. You'll be as great as God.

EVE: It would be wonderful to be as great as God but I was told not to even touch an apple off that tree.

SNAKE: Go on Eve, nobody is around to see you. Go on do it, take it, taste it.

EVE: Maybe I will. [*Takes apple and bites it*] I'll treat Adam with it.

ADAM: It tastes good.

GOD: Adam! Eve! where are you!

ADAM and EVE: We are here.

GOD: I know where you are. You have sinned and must get out of the Garden of Paradise. Go out at once and live a miserable life on earth.

ANGEL [*drives them out saying*]: Go as God commands and live a life full of hardship and misery.

[*Curtain*]

for what is good in a suggestion before saying what is wrong with it. —Rev. Laurence J. McGinley, S.J.

The Educational Policies Commission of the National Education Association last year called for an "improved underpinning of the whole American school system."

Dr. Arnold O. Beckman, formerly of the California Institute of Technology, says that our elementary and high schools appear to be suffering from "pernicious softening of the curriculum."

Senator J. Wm. Fulbright appeals for the "rigorous training of the intellect rather than the gentle cultivation of the personality."

Arthur Bestor opens his review of the Rickover book in the *New York Times* thus: "The problems of the world — today, our problems — will tomorrow be our children's problems. Are we equipping the younger generation to deal effectively with them?" —Quoted by Msgr. Henry C. Bezou (New Orleans).

#### Definition of Motivation (for Vocations)

"Motivation is the sum total of those compelling forces whereby an ideal, the result of intellectual or emotional experience, is brought to such a condition of permanence that it will not only beget practical perseverance in the pursuit of it, but guarantee progress or growth in a more complete and perfect possession of it." —Rev. Patrick J. Howard, O.F.M.

#### Not More of What We Have

Even should undreamed of prosperity place adequate funds in the hands of Catholic higher education, I would like to re-emphasize that the challenges of staggering enrollments, needed expansion, and an outdated curriculum would not be successfully met by merely providing more of what we already have. —Dr. Urban H. Fleege.

#### Great Teachers: The Life Blood of Education

Great teachers are the lifeblood of a college; they attract other great teachers; an institution without great teachers is an institution without scholarship. —Dr. Urban H. Fleege.

#### Increasing Our Resources

Fewer hours in the classroom; more self-education, more time in independent study in the library and in the laboratory; larger classes; reduction of spoon-feeding — these measures will help our faculty resources stretch farther. —Dr. Urban H. Fleege.

## Aphorisms from NCEA Talks

### Christ's Children

Because these children are Christ's, they are ours! —Msgr. Corbett.

Frequently we need instruction in the obvious more than investigation of the obscure. —Bishop Edward P. McManaman (Erie)

Too long have our laity been a sleeping giant whose power and energy has not been recognized, whose earnestness for religion has not been explored, whose contribution to the spiritual work of the Church has not been adequately appreciated. —Msgr. Corbett.

"Priests will not suffice for the work, Sisters will not suffice; the laity must lend their valiant cooperation." —Pope Pius XII.

Our students do not come to us as guidance problems and leave as units of credit. —Dr. Arthur M. Murphy (Xavier, Kansas).

We don't need to adopt every new idea but at least we can always shake hands with it. A British psychologist has shrewdly suggested that it will improve our receptivity to newness if we take this as our rule in group work: Always look

**A reading method which is 98% effective!**

# Crowns for Royal Readers in the First Grade

**By Sister M. Rosamond, O.P.**

St. Francis de Sales Convent, Charlestown 29, Mass.

Teaching reading skills to little children who have no concept of alphabet, phonics, or word building, is a challenge being met today by millions of primary teachers everywhere. Wherever groups of teachers gather, new proved methods of reading pedagogy are being shared and evaluated. All too often, however, many original methods successfully used fail to come to the attention of the majority. Here is an idea I have used in presenting and developing word power on the first grade level. The results are usually startling and maintain at least a 98 per cent level of success.

## **Establish Teacher-Pupil Relationship**

The first day of school when primary children enroll, some cling to their mothers' skirts; others test their lung power rather well; while the minority brave smiles for the teacher. The young child needs a sense of security and should be made to realize immediately that these new classmates are friends. To call a child by his first name on sight conjures up this sense of security with its accompanying happiness which develops gradually as the curriculum broadens. Usually I anticipate this fact before the opening day by making individual "crowns." From the outset, a strong teacher-pupil relationship is established.

These "crowns" are nothing but brightly colored cardboard strips worn like headbands and are about two or two and a half inches wide. The first name of the child is printed upon each. (A felt-point pen is used.) During the first day, the children play name games, thus becoming name-conscious. Security is built up; frustrations are nonexistent. During the adjustment period, much sound pedagogy can be employed by use of the crowns. Some teachers may prefer to wait for the second or third quarter before introducing them, then using

the crowns principally as incentives or rewards for reading progress.

The life of one crown may be as long as a month or as short as a week, depending on many circumstances. Stars, birds, animals, flags, flowers, and stickers of all kinds may be earned and put around the outside. Usually, I offer a prize every three or four weeks for the child who has earned the most merits on his crown during that period of time. I have never known of any other method so successful for stimulating and maintaining interest in reading.

## **Developing Reading Skill**

The inside of each crown is used effectively: In the beginning, print ABC's as presented, then the vowel family, gradually more difficult phonic sounds, finally (as lessons progress and reading skills develop) pre-primer, primer, and first-grade level words, lesson by lesson. Usually I start at an early date to print words inside. It is good at first to use large bold print, colored if possible. Smaller and smaller print may be introduced gradually. In this way, by April or the first of May, children can read with assurance normal typewritten print as readily as medium or large hand print. The crown method is most satisfying and has its own rewards both for the teacher and for the pupil. The dull child who often feels insecure when surpassed in reading skills can develop confidence and mature rapidly while striving for mastery of his special-level crown. He may earn as many merits as his more fortunate neighbor who may be reading from an advanced text. The slow child need no longer feel inferior as he progresses.

I use different bright colors for the crowns to designate the various reading groups. So often, the slow child understands very well that the Bluebirds and

the Cardinals surpass the Woodpeckers and the Sparrows, etc. By referring to the groups as the Red Sacred Heart Group, the Blue Blessed Mother Group, The Brown St. Joseph Group, The Green Little Infant Group, etc., there is no way for little minds to discriminate. Basic differences are brightly clothed in beautiful colors and thus rarely noticed. All the children are as "one" striving to earn the merit award. As each one masters ABC's, phonic sounds, reading words, difficult stories, etc., he advances automatically to the next reading level.

## **Building Confidence**

In my primary classes, I have an understanding with the children that all free interludes are the "golden minutes" when extra crown merits may be prepared. The little kings and queens always come through! Many of the parents have attested to the fact that their first grader's daily existence within the classroom proper pivots around the red, the blue, the yellow, the green crowns, and their corresponding reading skills. As the material in each crown is thoroughly learned, the child carries home his trophy and finds it replaced the next day by another newer and brighter one. Of course, all this *does* mean some extra work for the primary teacher but with what exceptional results! Believe me, once you have successfully launched your own "crown system," you will wonder how you ever taught reading without it.

For the superior students who master their word lists and phrase cards anyway, the crown proves its worth again. More difficult short stories containing unfamiliar words and phrases may be printed (long-hand) inside the crown. These students appreciate the challenge offered; by the end of May at least, they have an unusual reading background and superior vocabulary. They easily advance to grade two with confidence in their own abilities.

## **A Good Psychological Background**

I could continue to enlarge upon this idea more thoroughly for you, but I realize that each teacher will perfect her own system. By inaugurating a similar one, you will thus establish good psychological background: (1) independence fostered; (2) mental blocks prevented; (3) egos properly inflated; (4) confidence built up; (5) security established.

The other day, the first grade children were overjoyed when one of the curates, coming into the room spontaneously greeted them as the Royalty! Try the "Crown System" in *your* first grade. You'll be fascinated. Prepare the palaces! Make ready the thrones!

# We Wrote Class Plays

By Sister M. Anne Pierre, C.S.C.

St. Mary's School, Michigan City, Ind.

In our third grade we developed some methods of encouraging self-expression that proved to be highly successful. Each language period began with a study of punctuation or syntax.

## We Wrote Letters

As soon as letter writing was initiated, the class was divided into two groups and each group selected a pen pal. On a definite day of the week the pen pals wrote to each other. Each child read his letter to the class before presenting it to his pal, the class listening for mistakes in grammar or syntax. Our first letters brought in too many descriptions of TV programs of no educational, ethical, or social value; hence we asked the children to write about hobbies, family celebrations, and experiences with human interests.

## We Read Books

Most of all, we encouraged reading. Two very definite means were introduced to help children report on what they had read; one was written; the other, oral. For the written report, small inexpensive booklets purchased from a library supply house were used. On each page of these booklets these items were printed: Title, Author, Incident I liked Best, Why?, Date Begun, Date Finished. For the oral discussion of leisure reading, an imitation of the "Information Please" type of program was adopted. Questions were based on science, means of travel, history, geography, and lives of saints. This gave each child a sense of power as he stood before the class to question his classmates on books they had shared in the periods of leisure reading.

## We Wrote Plays

Plays likewise evolved from the reading experiences. About November one of the boys brought a play which he had written after reading a story of Abraham Lincoln. He selected and directed the characters for the play. Later, in February, this same child brought a second play of Lincoln's life for dramatization.

## Here is the Play We Wrote

### APPOMATTOX COURT HOUSE

CHARACTERS: General Grant, Lieutenant Lund, Soldiers, Maids. General Lee, Lieutenant Johnson, Lieutenant Jamieson, Soldiers.

#### Scene I

[General Lee's camp. At one side of the room there are three soldiers. General Lee comes to the center of the room.]

GENERAL LEE: All our men are being killed because of my stubbornness in not surrendering to General Grant.

LIEUTENANT JOHNSON: You are right, Sir! Almost all our men and ammunition are gone. We must have peace.

GENERAL LEE: I shall send a message to General Grant.

[General Lee leaves the stage and the soldiers talk among themselves for a minute or two, then leave the stage also.]

#### Scene II

[General Grant's camp. At one side of the room are three soldiers. General Grant comes to the center of the stage.]

LIEUTENANT LUND: The war is going well, General. We have plenty of ammunition and men.

GENERAL GRANT: General Lee is my very good friend, and I hate to see so many of his men killed. The war must stop.

[Lieutenant Jamieson from General Lee's camp comes in from left.]

LIEUTENANT JAMIESON: I have a message for you, Sir, from General Lee.

GENERAL GRANT: Let me see it, Lieutenant.

[Lieutenant Jamieson hands a piece of paper to General Grant. General Grant opens it and then looks at his men.]

GENERAL GRANT: I have good news for you, men. General Lee is willing to surrender.

GENERAL GRANT [to Lieutenant Jamieson]: Tell General Lee I will meet him

at the Appomattox Court House at Gettysburg to discuss the terms of surrender.

[Lieutenant Jamieson leaves. General Grant and his men talk together for a minute or so and they leave the stage.]

#### Scene III

[Appomattox Court House, Gettysburg. When the scene opens five maids are setting chairs on either side of the desk, sweeping the floor, getting everything in readiness for the meeting of the two generals.]

[General Grant comes from the left and says to one of the soldiers]: Bring me the papers from my room, please. [The soldier brings the papers and the maids leave the room.]

[General Grant sits down and looks over the papers. General Lee enters, General Grant stands up and they salute each other.]

GENERAL GRANT: Please sit down, Sir! [General Lee and General Grant sit on the chairs on either side of the desk.]

GENERAL GRANT: Are you ready to sign the peace agreement?

GENERAL LEE: I am, Sir.

[General Grant hands General Lee a pen. General Lee picks up the paper and reads it carefully. Then he signs it and hands it to General Grant. Both men stand and shake hands.]

GENERAL GRANT: Now that this horrible war is over, I hope that we can become friends and our nation can become united.

## Original Stories

Another technique, the writing of original stories, proved to be a real challenge to the child's creative imagination. The stories about the Miley Family were written by an eight-year-old who achieved a basal rating of 4.5 on the Stanford Achievement Test in May. The stories were the result of the influence of many experiences within her own family and in school. She has not only an intense love of family but also of God. She is a daily attendant at Mass and receives Holy Communion frequently. In native ability she possesses for the writing of stories that elusive quality we term style, and likewise an audience appeal. When Rosemary reads a story to the group, as is the custom, all eyes and ears are attentive to her every word. This is due in part to the charm of her personality as well as her ability to portray the mood of a person.

## The Lost Wallet

Once upon a time there were a mother and six children. The children's names were Curtis, Paul, Kenneth, Rosemary, Janice,



and Anne. Kenneth was four, Rosemary was eight, Janice was twelve, and Anne was eleven. One day Curtis said to his mother, "Oh, Mamma, will you please tell us a story?" Here is the story:

MOTHER: Once upon a time someone lost a wallet. Can you guess who it was? It was I, and I had six dollars in it. I turned the house upside down.

PAUL: I thought the house is too heavy to turn upside down.

MOTHER: It is too heavy to lift up. I mean to turn the furniture upside down. Now let's get back to the story.

JANICE: Did you find the wallet?

MOTHER: Oh honey, I did not get finished with the story. Please let me tell the rest of it.

KENNY: I have a secret to tell Mamma. He walked over to his mother and whispered something in her ear. His mother said, "Yes."

KENNY: I asked Mamma if I could say something and here it is. There will be no more interruptions, do you hear?

[In different voices all the five children said, "What's wrong with our interruptions?"]

KENNY: Because I want to hear the story. Please start over Mamma.

[Mother started over again and this time there were no more interruptions. After the story they all had to go to bed. But Kenny did not go.]

Can you guess where he was until morning? No, not in his brother's bed. No, not on the davenport. No, not in the chair. No, not in the pantry. No, not on the floor. Can't you guess where he was? Kenny was in the bathtub, and he was so happy when he woke up. But later that day Kenny did not feel so well, and they could not help laughing. That night Kenny thought it was so nice to be back in his own bed. Every day, he said it over and over.

### The Miley Family

Once upon a time there was a little boy born to the Miley family. He was so thin and ugly that his mother thought he was the ugliest baby in the family. His name was Paul Allen Miley. Later as Paul grew older there was another boy born to the Miley family and his name was Kenneth. He was chubby, just right. The only trouble with Paul and Kenneth was that they were always in mischief, but all boys get into mischief. As Paul grew older the more mischief he got into. Paul was four and Kenny was two, and everyone babied them. As Paul grew older, no one babied him. Everytime Kenny walked he fell flat on his face. Paul tried to do the same but he failed. Paul became angrier and



Sixth graders at St. Gabriel's School, Washington, D. C., learn about new books during Catholic Book Week.

angrier. Soon he became meaner and meaner until he was mean. Paul became ill, he had the mumps. Soon, however, he was better and hopping around. He was not mean any more, and that is the story of the Miley family.

### The Little Girl's Dream

Once upon a time in a far away land there was a little girl in a little house. One night this little girl had a dream, and this is the dream:

She dreamed that she was the only person in the whole world, and that all the rest of the things were animals and trees. She also saw birds of every color. She was not afraid at first. But one night when she was wandering through the woods, she happened to see something moving. She thought it was too late for an animal to be awake, but she was wrong. Can you guess what it was? Of course there was danger coming. It was a bear. Of course you would run or scream or faint. But it was so dark that Rosemary could not see the grizzly bear coming closer and closer, but the grizzly bear could see her. He thought he was going to have a midnight snack. Indeed, that is exactly what he intended to do, eat Rosemary. But when he took the next step he almost caught Rosemary. She saw him and let out a scream, so loud, that it almost woke up all the animals. Then she stopped to think. Suddenly she remembered she was the only one in the whole world except the animals. And then suddenly a horse came by. Rosemary jumped on the horse's back and away they rode.

Today in education we hear much of guidance and counseling our pupils. Guidance is accomplished through the content of subjects. Due credit must be given to the "Faith and Freedom Readers" which

have for their purpose the development of Christian ethical principles in all phases of social life. It is important for the teacher to discuss with the pupils the ethical principles gleaned from the reading of each story. One of these principles which is of great value in the development of a wholesome personality is that happiness consists in our service to our fellow men—in the home, the parish, or civic life. Rosemary's stories show that she has caught this principle.

Pam's stories which follow reveal a child who differs from Rosemary in temperament and personality. Pam has artistic ability, is serious and grave by nature. She is one of the bright children, rating 5.8 on the Stanford Achievement Test in May. She is eight years old.

### The White Rose

Once upon a time there was a lovely pink garden. There was one big white rose in it. People always wanted to pick it because they said it spoiled the garden, but the owner wouldn't let them pick it. One day the owner of the garden went out and looked at the roses. "I wonder if that white rose would want to be picked?" he thought to himself. Soon a woman came along. She saw the garden and said to the owner. "What a lovely white rose in your garden! May I take a picture of it?" "Yes, you may but I never thought my garden was lovely with only one white rose."

"I think it is lovely though and I would like to have it."

"Well, if you really like it, I will give it to you," said the owner.

She put it in her prettiest vase and stood it where everyone could see it. Years passed, and the rose never lost one petal. One day the lovely lady took the rose to a florist to ask why it didn't die.

The florist said, "It is not a real flower."

When the lady heard this, she said to the florist, "I guess some children must have put it in the man's garden." And that is just what happened.

### Learn English Through Use

As to the time and place of writing stories or plays, the child was urged to write one on completing a written assignment in school or to write one at home. There is great need to use every moment in the school day with some worth-while activity. One may question the ability of the third grade child in spelling, punctuation, and syntax. Syntax and style are developed largely through reading. The spelling is ninety per cent correct and, along with punctuation, will improve.

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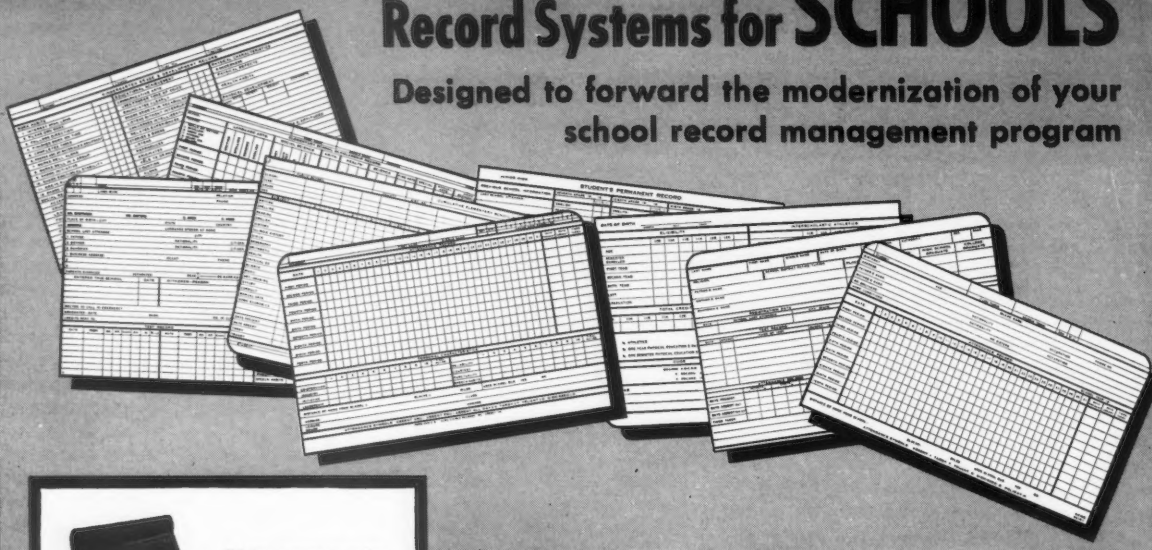
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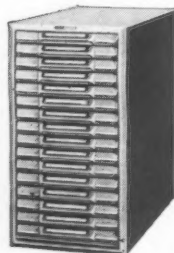
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# CSJ

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Our Catholic schools and institutions need to adopt the techniques of

# Salesmanship IN RAISING MONEY

By ANTHONY A. SALAMONE

Director, Adult Education Center, St. Louis University

● RAISING MONEY is the big problem of all educational institutions, and especially for the privately endowed schools, not only the schools of higher education, but also the church-supported grade and high schools. Raising money, too, will be the problem of countless U. S. families, who for many reasons, want their children to attend private schools.

In the next few years, all these schools will be faced with problems of preparing and providing for a doubling or trebling enrollment, more classrooms, an increased faculty, and practically doubling faculty salaries. It all means compounded fiscal problems for the private schools that must operate without tax funds.

Within the past five years, U. S. population has grown at the rate of 7600 per day, a rise of more than 2,800,000 in a year. Our Catholic schools are and can expect to be overcrowded, under-staffed and ill-equipped. The pressures of growing enrollments will become more severe in the years ahead. Elementary school enrollments will just about double. High schools will have to prepare to accommodate 50 to 70 per cent more students. Our colleges and universities will have to provide for a doubling—and in some cases, a tripling—of present enrollments.

To meet these pressures and challenges, our Catholic schools will need greatly increased public support and attention—and certainly much more money. It is likely that in another ten years, our schools and colleges will have to double at least their present financial support to operate efficiently.

According to the U. S. Office of Education, all colleges, and particularly the private colleges, already operate at a loss of nearly 60 per cent on each student. Right now many of our Catholic colleges and universities are in serious difficulties because they do not get sufficient support from corporations, from churches and from individuals. Many of our Catholic grade and high schools have had their costs doubled since the start of World War II.

## Who Will Pay the Costs?

Where should this increased financial support come from? Some educators have advocated making the student pay in full for his high school and college education, stating that the student is the chief beneficiary of education. In some of our grade schools, the pastors maintain that each family pay in full for each child they have in school. On this supposition, the solution advocated by many is to charge the fast-rising cost to the student or his family. If he cannot pay it, let him or the family get a loan. Others modify this approach by suggesting scholarships for those who cannot pay for high school and college, and special privileges to families who cannot afford to send their children to Catholic grade schools.

Indeed passing on costs to the student in the form of higher tuition could have a disastrous effect on all Catholic education. Included in a report from the Rockefeller Foundation published in the *New York Times*, June 23, 1958, was this statement:

"The share of privately financed colleges and universities of total enrollments has

already declined to well below 50 per cent; and within 15 years, their share of students could easily be closer to 25 per cent.

"Unquestionably the solution for the privately financed institutions lies not in any one device but in the simultaneous exploration of numerous paths—both for cutting costs and for raising money; for example, eliminating unnecessary frills in the curriculum, sharing facilities with neighboring institutions, dropping the extravagant notion that every other institution must offer a carbon copy of the curriculum offered by every other institution, making radically better use of physical facilities, raising tuition, cultivating increased corporate and alumni giving, and obtaining certain kinds of Federal support."

Unless such changes as these are carried out, there is a real danger that the influence of private higher education will progressively decline. The problem is really serious for Catholics. Increased educational costs will send many of our Catholic students to seek education in tax-supported schools, which will not be such a financial strain on the family.

## Society Must Share the Cost

Russell I. Thackery, executive secretary of the American Association of Land-Grant Colleges and State Universities, in a talk to U. S. Department of Agriculture Graduate School, declared that "Education obviously benefits the individual, but its primary benefit is to society. The notion that those who benefit most don't pay their proportionate share of the cost is nonsense. They do pay for it in taxes and voluntary



gifts, when they are able to pay, not when they are struggling to establish families. If education is not beneficial to society, why do we have presidential commissions on it, national committees on scientists and engineers, etc. . . ?"

Catholic administrators then must cultivate contributions from society—from individuals, business, industry, labor and the community, as well as their alumni groups. What administrators need to learn and develop are techniques and methods of fund-raising. They seem to neglect a most important point: *Contributors have to be courted.*

A most important factor to be remembered in developing attitudes of business, industry, alumni, labor and the community to be generous in their contributions to any school, is to put to work as never before that one dynamic force they use to arrive at any given goal: *Salesmanship!* For example, every business is made up of financing, producing, accounting and selling operations, but without selling none of the others can stand alone.

The objective of every school in any community, then, is to explore and know what business, industry, labor and the community want and then make it available to them in a pleasant and convenient way. Too often forgotten is the fact that people buy things, not for the thing itself, but for the service it performs.

### **Sell the Service**

A matron does not buy a hat; she buys how she will look in the hat. The television owner who calls the repairman does not buy professional services; he hopes he is buying freedom from trouble. A salesman does not sell shoes to a woman; he sells pretty feet!

Apply the same truth to educational services offered to business, industry and the community. Do not sell education as education, but offer present services which will meet the present needs of prospective contributors.

More sales are made when the salesman understands what he is selling. How much could a school increase its gifts if more school personnel, faculty and alumni, projected themselves into the shoes of the "customers" is a pleasant bit of speculation. First, however, the administrators must "sell" the personnel, the faculty and alumni on being salesmen.

In his book *Salesmanship and Sales Management*, John G. Jones tells the story of a gray-haired machinery salesman who made this pitch: "I'm not much of a salesman. You see, I have been on the buying end nearly all of my life, and I find myself constantly taking the buyers' point of

view." Not until he walked out with a fat order did those who listened realize how much of a salesman he really was!

Isn't it a fact that the best salesmen are usually likable persons who curiously, if not accidentally, always seem interested and happy to talk about *you*? And isn't it true that you like to think of the salesman with whom your dealings have been highly satisfactory as your special friend?

Selling or offering educational services to business, industry and the community (which in turn will increase their contributions to schools) must be sincere and unselfish—the qualities we expect to find in a friend. It is never flattering for an individual to realize he is merely the means to a commission or that he is on "the sucker's list."

Potential contributors must be given a good answer to "Why should we give to your school?" Replying that we are "training their future executives and leaders" is merely lip service. Industry and business are interested in what educational services are offered to them *now*! What can schools do to develop or improve abilities in their present staffs of executives, supervisors, foremen and employees? In this period of rising production costs, Americans are all tied closely to the free enterprise system. What happens to business happens to us, in one form or another. When our economy is sick, everything else in our culture can wither. Prosperity is more than a word in an annual corporation report. It nourishes us all whatever our situation.

### **Philanthropy Is Big Business**

Philanthropy has become the fourth largest business in America, right behind manufacturing, agriculture and trade. In terms of assets, it totals \$57 billion. Last year Americans contributed \$7.1 billion to more than 300,000 institutions, organizations, agencies and committees. Included were donations to churches, hospitals, private schools and colleges, as well as health and welfare agencies. About half of the money went into religion, while most went to educational, health and welfare causes.

Because Americans have doubled the size of their contributions in the past prosperous decade, every agency, organization and institution is in a fierce competition, jostling for position on the give-away lists. This is particularly true in the health and welfare areas which now include disease research, guidance, counseling, rehabilitation, and recreation. Because the depression caused a shift of responsibility from the individual to the group, there are now more gift-supported organizations than ever.

But while people are now giving more than ever to more causes than ever, the

per capita rate of generosity has remained steady. Despite the fact that we have been reaching new peaks of national prosperity, giving has maintained steadily a rate of only about two per cent of income—much less than people spend on cigarettes, liquor, or in the beauty shops.

With competition for the contributor's dollar so keen, it is well to give a fresh airing to the tenets of good salesmanship. Let us explore casually the methods used by professional fund raisers in their successful drives to raise money. Let us consider some *sales techniques* they use to meet their goals.

### **Some Sales Techniques**

1. *Tug of the heart.* Children, particularly handicapped children in trouble, have sure-fire emotional appeal. "Have at least one youngster with a visible handicap in each picture," instructs a publicity handbook of a big national agency. "However, these children must be photogenic. Taking a picture of a child who has trouble holding his head up, let alone smiling, or who has a facial distortion is exploitation of the youngster and in bad taste. No experienced photo editor will run it."

2. *Work on fears.* Mentioning the number stricken in a health campaign emphasizes forcefully that you or a loved one may fall victim.

3. *Exploit the ego.* Some organizations publicly list the names of large contributors.

4. *Take advantage of the human instinct to follow the crowd.*

5. *Make it easy to give.* The payroll deduction plan renders giving practically painless: What you don't see, you'll never miss.

6. *Make it hard to refuse* by having neighbors or friends call on prospects.

7. *Appeal to self-interest* by urging in a forthright manner, "Protect your family from. . ."

Remember that federated giving results in less giving. A contributor with the chance to do all his giving at once is likely to be less generous than he would be if he gave in dribs and drabs. This is one of the reasons why many agencies stay away from the United Fund drives.

### **Why Do People Give?**

Generosity, pity, sympathy, gratitude for good fortune, habit, desire to conform, submission to social or business pressures, fear, self-protection, self-aggrandizement, and tax advantages: all these motivations influence individuals to give. In 1958, corporations contributed \$525 million to various causes, mostly on the local level. They were reached by appeals to good citizen-

## "THE SEVEN DEADLY SINS OF FUND-RAISING"

1. **AD LIBBING.** No study, no plan, no program, no schedule, no budget: result — no hope.
2. **PANHANDLING.** Accent on financial need instead of program — "any amount will be welcome."
3. **AUTOMATION.** Fine for industry, but fatal to philanthropy. Gadgets and gimmicks instead of good conversation; abdicating the mission of the volunteer to the three-cent role of the mailman.
4. **GROUPISM.** The opposite of universality; the fallacious notion that any special group can organize a community; failure to observe the law that all voluntary organizations should be representative of the constituency that supports them, and which they seek to serve.
5. **AVERAGING.** Raising money by the multiplication table; complacency in the face of mediocrity. Aiming for the middle instead of for the heights.
6. **PESSIMISM.** The fallacious belief that people will work harder if they're told things are going badly; that people will bet on losing horses — that giving has about reached its ceiling, that "Kansas City has gone about as far as it can go."
7. **PARSIMONY.** Trying to make bricks without enough straw; not spending enough money to do the things that have to be done if enough money is to be raised.

*Excerpt from a speech by Harold J. Seymour before the American Cancer Society, Cincinnati, Ohio.*

— Reprinted with permission from *The Bulletin of The American Association of Fund-Raising Counsel*

ship, good public relations, and the proposition that a community with good health and welfare resources is also good for business.

Fund-raising is partly an educational process for the potential giver. Responses to appeals for contributions largely go back to attitudes formed in childhood. Every educational institution contemplating a drive for funds or continuous financial support from business, industry, labor and the community should establish a committee composed of advertising, public relations, and motivational research men. This committee could develop new approaches and fresh angles and find the more responsive areas in appealing to prospective contributors.

At present, there are many accusations that all our schools have failed in their assignment. These accusations cover a wide field, but it is questionable if the situation is as bad as it is painted. On the other hand, authorities high in military, education and other fields caution us not to be rushed into "crash" programs that are not well thought out from a long-range viewpoint. However, we must take a good look at the over-all educational needs. If Sputniks have done nothing else, they have aroused the interest of all people. There is widespread belief that education ought not to be left to a few individual people or groups, but that everyone ought to take an interest in our country's educational needs. *This concern actually has developed*

*a climate for increased giving to schools.*

### Nothing New Under the Sun

It is how we use what we have that is important. Technology, automation and the Sputnik have created a revolution in industry, business, medicine and education — a revolution as yet only in its earliest beginnings. We have not even begun to visualize the transformation it will eventually bring about in every theatre of human activity.

Yet, how creative is human nature? Let me quote from Ernest Newman, a distinguished English music critic of the late 1920's, writing on the work of Delius:

"For some years I have been carrying out an intensive analysis of the idioms of composers that has yielded some curious and astonishing results. I have no hesitation in saying that there is not a single composer who is not in the last resort simply a machine, unconsciously reproducing the same basic formulae in work after work. Every composer is merely a bundle of a dozen or so constantly recurring formulae."

What is true of music is equally true in public relations, promotion or fund-raising. There is nothing new under the sun. The ideas we use to approach the minds of men are the same handful of ideas that have been used since the beginning of time. And we will be using them a thousand years hence. The materials, techniques and ideas used in our promotional and development program are as old as humanity itself, just as the metal and wood of the newest build-

ing are as old as the earth.

*But it is the way we use these materials that breaks the record.*

That is the point. Although we use the old, we must use it in a new and better way. We should not reject a method of reaching people merely because it has been used before. Criticize the categories and assumptions of the past. Take the old material on one hand, the problem on the other hand and start fresh. Where once the muddled wanderings of the pack donkey traced the winding lanes, imagination and intelligence should now cut the straight line of an arterial road. Imagination projects. Intelligence selects. Out of the sand, lime and water of the old earth, there stands a "new" building against the sky.

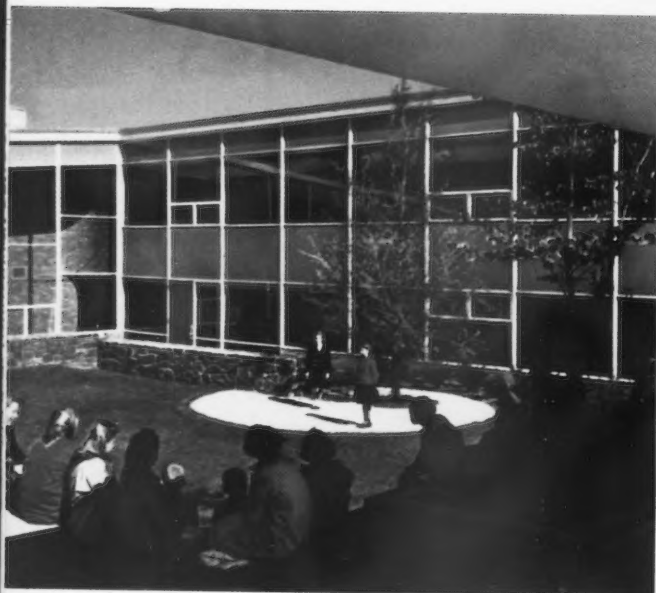
### Attitudes Toward the Contributor

The contributor should not be classified as a prospect. He is suspect until you have developed his thinking towards becoming a contributor, and then he becomes a prospect until you have sold him on the idea of giving to your particular project. Then he becomes a giver, *but he must be sold first*. Educational institutions must take the suspect as he is at the time of the first approach . . . and make him what he is going to be.

Let us not judge and discard too hastily as unattainable the contributor who has refused to be a giver. When viewing a Picasso painting I cannot understand, I

(Concluded on page 52)

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 (preferred date and an alternate)

be about \_\_\_\_\_ people in the audience. Please send complete  
 booking information.

Name & Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

(This film is available after July 1. There is no charge. Viewing  
 time: 27 minutes. 16 mm, color, sound)

## Salesmanship in Raising Money

(Concluded from page 49)

don't hurriedly say, "Picasso is no good." I know enough of Picasso to realize that he is worth the trouble of trying to understand. So our schools would be wise if they would strive to understand the reasons behind the failure of some corporations, industry, business and communities to support their institutions and programs. By understanding the reasons, the approach would be much simpler.

The new spirit of all our Catholic educational institutions should be: "Man walks in a straight line because he has a goal and knows where he is going. He has made up his mind to reach some particular place and he goes straight for it." With this positive approach to the fund-raising problems, we would then move in what mathematicians call geometric progression. Each idea used in luring contributors will lead to ten others.

Although these ideas may seem radical to some readers, they are essentially practical ideas founded on courage and clear thinking. Our approaches to contributors, like

each new model of a motor car, must improve upon the last. It can only improve by throwing away yesterday's standard of judgment and erecting a new one in its place. If we cannot detect on every hand that sweeping changes are taking place and that we must keep up with these changes, it is only because we are too close to see the wood for the trees.

Catholic educational institutions are and should continue to be an important part of their respective community. They should function as part of the community and offer their services as needed. The community must be recognized as a social institution and should be viewed as a whole. Since no community activity is fragmented, every organization—church or school, industry or labor, professional or civic activity—is related to the community in its entirety. Your institution, too, must be an integral part of your community. The community, in turn, must be *sold* on your friendship. People in general take pleasure in helping a friend. If you sell yourself to the community, to industry, to business and labor, then they, in turn, will support your fund-raising project.

Publicity is important in recruiting your campaign workers. Except in the case of the few dedicated individuals who are found in the forefront of every campaign, your volunteers are generally somewhat in the nature of "reluctant dragons." The average volunteer enlists because he is under social or financial pressure to do so; or because he believes he will get some indirect benefit, such as important contacts, through this work. Proper publicity can help you make it *desirable* to be a part of the campaign organization.

### Explain the Need for Funds

One of the axioms of fund-raising is that a *real* need must be present if you are to be successful in any campaign. A corollary of this advice is that your constituency must be fully aware of that need. Therefore, it is up to you to mesh the story of the need into the entire publicity program. Every publicity release, every piece of printed matter, every public statement, must point to some phase of the need for funds to accomplish a goal which is necessary for welfare of the community.

Another advantage of publicity is broadening the base of interest. A campaign conducted for a hospital or a university can, through planned publicity, win new friends and create considerable interest beyond the group that normally patronizes or supports the institution. It can add new friends, who are, of course, new potential gift sources.

Heart appeal must be integrated into the campaign. Sometimes it is difficult to find an emotional appeal in a fund campaign. But there is always an emotional appeal in a fund-raising campaign if you will study the cause. Then, it is up to you to capitalize on it to loosen the purse strings.

Finally, your publicity campaign must bridge the gap between the signing of the pledge and the first payment. At times, a month or more may elapse before the first bill is mailed. Properly timed releases will maintain the interest in the project right through the pledge period and on to the dedication.

Too often, the last publicity release gives only the final campaign figure, and a recap of the leadership and of the scope of the project. However, your integration of the campaign and its publicity should not end with the fund drive. You should have an outline of a continuing program, complete with timetable of releases which will carry over to the start of the collection period and beyond. Only then will your publicity program be complete. And the campaign will be a superior program, thanks to skillfully planned publicity.

# Gear Publicity to Your Fund-Raising Campaign

By WILLIAM R. CUMERFORD

President, Cumerford, Inc., Kansas City, Mo.

● IN THE EARLY STAGES of a campaign, while you are formulating the campaign calendar, you must keep one eye squarely on publicity values. For example, be careful not to schedule two events which have potential publicity value so close together that one would kill all chances of the second event getting more than a stick of type in the press.

Decide on the precise things that your publicity program must do before planning your campaign. Generally speaking, publicity can help you in six important ways. Publicity can:

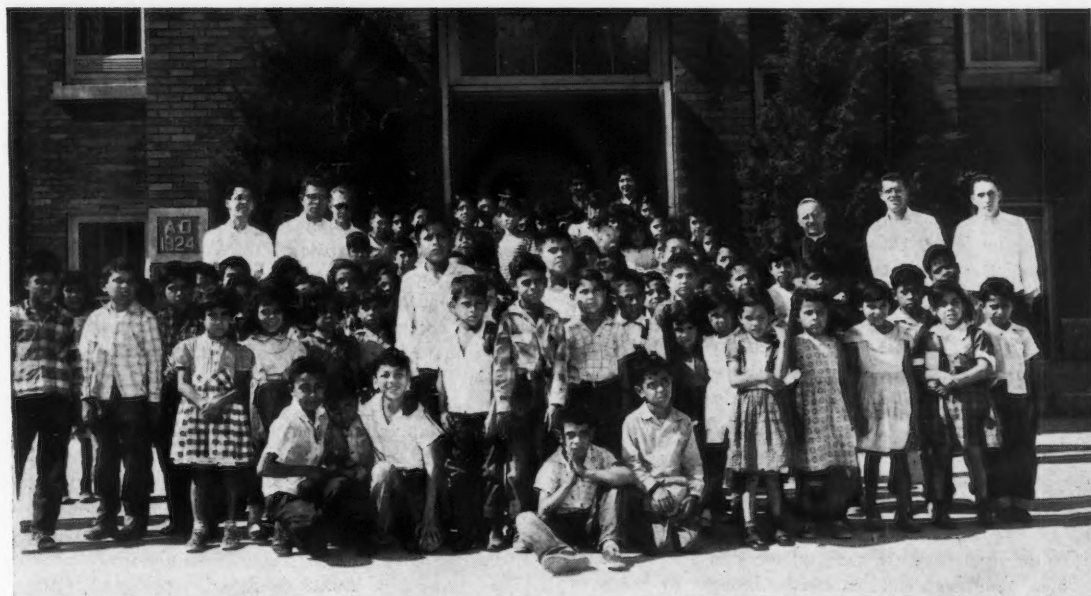
1. Focus the attention of the community on your fund-raising program, whether it be for expansion, development or the birth of an entirely new project;
2. Help recruit your campaign organization;
3. Educate your constituency as to the need for the project;
4. Assist in broadening your public;
5. Appeal to the heart to loosen purse

strings of your constituency; and

6. Build a bridge that will carry over from the solicitation of the subscription to the start of pledge payments.

When your campaign calendar is complete, you should have a publicity calendar paralleling it. The publicity calendar should have story slugs matching the various stages of your pre-campaign organization, reaching a climax at the kick-off.

Let us consider these important factors in a more detailed manner. First, the publicity program must focus community attention on your program. This goal is a "must" even though you may not be appealing for community-wide support. The simple reason for its importance is that unless the whole community is aware of your program, your constituency may develop a financial inferiority complex. If the person you are trying to reach knows that the entire community is watching this particular campaign, he will be more interested in doing his share to make it successful.



For a few hours a day, a few weeks a year, these children of Mexican migrant workers grasp at the instruction in religion and the three R's, and the fun and recreation planned for them. For many it will be their only formal contact with Catholic religious instruction. The Most Rev. Stephen S. Woznicki, Bishop of Saginaw (third from right) poses with the priests, seminarians, lay teachers and students, whose parents toil in the sugar beet fields. Surely, this summertime apostolate must be dear to the heart of Christ and well worthy the title, "mission."

A summertime apostolate:

## Instructing Migrant Children

By REV. ROBERT A. KELLER

*Director of the Mexican Apostolate  
St. Joseph's Church, Saginaw, Mich.*

● WHEN ONE MENTIONS THE MISSIONS, scenes of far-off Africa and India and thoughts of untutored savages and wild animals readily come to mind. Yet this is the story of a mission—perhaps not a glamorous one, but nonetheless real and vital because it takes place in our own backyard. Every summer the Diocese of Saginaw receives into its territory upwards of 8000 souls of Mexican descent. About half are *braceros* from Mexico and the other half are naturalized United States citizens who annually migrate from Texas to labor in the sugar beet fields of the rich Saginaw Valley.

They are a Catholic people, but their faith is shallow and often tainted by superstition. Still it is to be marveled that the seed of faith still grows in this people among whom only recently a bitter persecution was waged and who have known a great shortage of priestly vocations. Yes, they are ignorant of their faith, but only because there has been no one to instruct them.

Although the Mexicans began their annual sojourn to the northern beet fields in 1938, it was not until 1947 that a young priest—Father James A. Hickey—conceived the idea of an organized apostolate for these migrants. Each summer Spanish-

speaking priests and seminarians go out into the rural areas of the diocese where the Mexican laborers are concentrated. Working out of the nearest parish as their center, they visit each family in the area, taking a complete census to see what priestly work has to be done.

Masses are scheduled where Mexicans can hear God's word preached to them in their own tongue. Catechism classes are started to prepare the children for First Holy Communion and Confirmation. The sacraments are made more easily accessible. Marriages are convalidated. The dead are buried with fitting ceremonies. Recreation is planned for both the parents and children. Such is a general outline of the work that is being done among the Mexican migrants.

There is little need to stress the fact that the teaching of God's truth to the Mexican people is the end of this apostolate. "Faith comes by hearing," says St. Paul, and every means is exploited to give these people the opportunity to come to a real appreciation and knowledge of their Catholic faith.

Although much is being done to instruct the adults, most of our efforts are directed at teaching the children. The teaching of



doctrine depends to a great extent on the type of work the migrants are doing and the area in which they live. When the parents are working in sugar beets (as they are most of the time in our diocese), the children are usually free. Although there is a law prohibiting children under 14 years of age from working in the beet fields, many nearly 14 will lie about their age. So as a rule, we usually get to work with the children between the ages of six and 13.

Still there are many difficulties to be solved. Every available adult works in the fields, and usually the smaller children, although they cannot work, are taken to the fields with the parents. The Mexican family is closely knit. It is difficult at times to persuade parents to leave the children to the care of seminarians or to appoint an adult to look after the children in the camp. Before definite arrangements can be made, however, the area must be studied to determine how classes of instruction will be given.

### A School for Migrant Children

In some of the diocesan areas, it is possible to bring all the children of catechism age to the center. In the Reese-Munger area most of the migrants live near the parochial school in Munger. For the most part, the roads of the area are paved and within an hour about 125 children can be brought by buses to the school. This school, we think, offers a model arrangement. It has been in operation during the months of June and July for the past four years. It has made a big hit with the migrants. The children are called for every morning before the parents go to work and they are brought home at supper time when the families return from the fields. Because they know that their children are being properly cared for and instructed at this school, many families make special efforts to settle in this area each summer. Some send their children to spend the week with friends or relatives who live on the bus routes.

Lay teachers and seminarians conduct the school in a manner similar to any other Catholic school. Each day begins with Mass at which the children take part by reciting special prayers and singing appropriate hymns. Occasionally, the padre gives them little talks of a spiritual nature. Besides two classes of catechism a day, they are also taught the three R's. Experience and surveys have shown that these children are retarded in school from two to five years because of migration. Occasionally religious and secular films and slides are shown to help them improve their lot both spiritually and physically. The school boasts of a lunch program and abundant recreation facilities—two big needs in the lives of these migrant children. The children truly enjoy this school program. Many a tear is shed when they have to move away.

### Instruction in the Camps

In other areas of the diocese where the workers are not too centrally located, the work of teaching is much more trying. The catechist must go to the children. In places where camps or individual houses are only a few miles apart, the priest or seminarian tries to gather a small group of children at a central point. Otherwise he instructs them individually. This is a time-consuming labor. In some instances, it is possible to gather the children at a camp during the day at least twice a week. With some persuasion the parents will delegate an elderly person or an older girl to look after the children in the camp while the parents are in the fields. When it isn't possible to find some way of keeping the children at home during the day, the catechist will try to arrange evening classes, but the nights are too few to cover the many camps in the area. The camp or "spot" method of teaching has many disadvantages: different age levels, the lack of school atmosphere and teaching aids, and the many distractions of camp life. But there is one definite advantage. In the evenings most of the

adults will sit or stand around to observe the class, and in this way, they learn a great deal of doctrine.

### What Language to Use?

There are further difficulties to be met. How to go about the teaching of catechism? What type of book should be used? What language should be employed? One must remember that these children, although they speak mostly Spanish, are American citizens. They move from place to place during the year, and for the most part they encounter few priests who speak Spanish. Many eventually settle in areas of the country where Spanish is not spoken. If they are to continue to practice their faith, they should be taught the rudiments of that faith and their prayers in English. Many, if not most, of these children understand English. When they go to school, they learn to read and write in English.

When these children are brought to a school, they can be grouped according to their abilities and some of these difficulties can be circumvented. Our practice has been to teach the older children who know some English in the American idiom. The younger children and those few who do not know English are taught in Spanish. In the camp and spot method of teaching, Spanish is almost always used because of the variation of ages and because adults are present who do not speak English.

Catechisms have always presented a problem. If the children read, they read only English. The parents read only Spanish. To give the children something to read and to guarantee parental help, a bi-lingual catechism is a necessity. There are few on the market. We have printed one of our own, but it leaves much to be desired.

The style or subject matter of the book is another problem. We have a whole library full of Spanish and English catechisms that we have used in the past from a tiny Baltimore First Communion catechism to a Cardinal Gasparri giant. None has proved wholly satisfactory.<sup>1</sup> What is really needed is a catechism specially designed for these migrant children, one that would be used on a national basis and printed in both languages. It should not be too bulky and should be designed to meet their particular circumstances in life. With such a book, the catechetical efforts of the various dioceses could be co-ordinated. Definite methods and techniques of teaching could be developed on a national scale. Filmstrips and slides that would adapt themselves to the migrant psychology and condition could be prepared to go with this catechism. Appropriate hymns, prayers and information that would be of service to migrants such as health centers and social agencies could also be included. There is a big need for such information.

As for results of our diocesan program, we feel that we have made some progress considering the distances, attitudes of parents, nature of their work, and the language difficulty. On an average some 8000 migrants come to our diocese each summer. Of that number, there are about 1400 children of catechism age, between 6 and 16. Five hundred of these are reached for instruction, and usually about 200 make their first Holy Communion while they are with us. Much more could be done, but much more help is needed. It will require a lot of organization, but there is opportunity here for groups such as the Legion of Mary and the CCD to do heroic work.

Year after year, we are being challenged with ever greater force by the Protestants who take an interest in these migrants. Millions of dollars are being spent, and hundreds of missionaries are acquainting themselves with the language and customs of these migrants to win them over to the cause of Protestantism. They are making headway. Unless we organize and co-ordinate our efforts for the migrants, many of them will be lost to the one true Faith.

<sup>1</sup>We have found the Maryknoll picture catechism very helpful, and a bilingual catechism, *Little Catechism in the Language of the Child*, published by the Franciscans in El Paso, Tex., to be very good also.

## ACOUSTICS IN SCHOOL PLANNING

● THE auditorium ceiling of a new high school in an eastern community was covered with 6700 square feet of *acoustical* tile. The comment of one member of the audience attending a concert by a nationally known orchestra shortly after the school opened was: "It seemed like I was sitting in a felt pocket."

A new grammar school in a growing suburb is the pride and joy of the residents. It embodies the most modern principles of architecture and pedagogy. The help in the cafeteria kitchen are very unhappy. The racket created by a hundred small shrill voices is driving them to distraction and they are threatening to quit. The ceiling is covered with *acoustical* plaster, but it was not properly applied.

A recently constructed junior high school has an auditorium that everyone agrees has excellent acoustics. The practice rooms in the music suite are used only for storage because sound is transmitted freely through ventilating louvers in the doors.

The foregoing actual cases are examples of acoustical faults which might have been nipped in the bud. Thousands of dollars worth of remedial measures

would have been saved had an acoustical engineer been consulted in the early planning stages. Unfortunately, this was not done. Too often the importance of the acoustical engineer is realized only after trouble is obvious.

The field of acoustics is highly specialized and a thorough study is not generally included in the architect's training. He is, therefore, inclined to rely on his somewhat limited knowledge and the advice and counsel of the suppliers of acoustical materials. Not many representatives of these companies have had the broad training in acoustics to enable them to take on the many problems which can and do arise.

If the resulting structure is found to have acoustical faults, such as those enumerated above, someone may then think of calling in an independent acoustical engineer. This places him in an awkward position because, for some reason, everyone expects him to pull a simple remedy out of his hat. In some few cases he can do just this, and then he is considered a miracle worker. In many others he can only use measures that are partially effective, and in still others he is completely blocked—the only solution being to tear down and

build up again which, of course, no one wants.

Good acoustics is something which is best built into a structure, not applied afterward. The earlier the acoustical engineer is consulted in planning a project, the easier it will be for everyone concerned and the more satisfactory will be the results.

### Some Acoustical Fundamentals

There are several widespread misconceptions concerning acoustics. Among these is the idea that because a product is labeled *acoustical* or *noise reducing* it will solve all problems, and that the more such material is applied the better the acoustics of a room will be. Before proceeding any further with the function of the acoustical engineer, it would be well to point out here a few facts and fundamental principles in the science of sound that have architectural significance, and which may not be well understood.

Certain materials in the form of tiles, plasters, fibrous sprays and blankets are known as "acoustical." They are effective absorbers of sound, *but are not efficient in preventing the passage of sound to other spaces.* For instance,

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- ▶ What is the role of acoustics in modern school planning?
- ▶ What are the major areas in which the acoustical engineer can contribute to the well-planned school?
- ▶ What are the fundamental principles in the science of sound that have significance to the school planner?

a basement equipment room can be made less noisy by installing a ceiling of one of these materials, but it will not help much in preventing the noises from passing through the floor to the upstairs areas. They can be likened to a piece of Kleenex which will blot up water but will also allow it to pass through.

The control of reverberation is one of the more important aspects of acoustical design in architecture. Reverberation is the gradual decay of sound that takes place within a room due to absorption during multiple reflections from walls, floor, and ceiling. It is the factor which determines whether a space is acoustically "live" or "dead," and is proportional directly to the volume of the room and inversely to the amount of absorption within its boundaries. Too much reverberation confuses speech; too little detracts from music and, in general, reduces the total sound intensity. The optimum reverberation time for a given room depends on its proposed use.

The efficiency of acoustical absorbing materials varies greatly with the frequency or pitch of the sound. Most commercially available materials such as tiles, blankets and acoustical plasters are not efficient in absorbing low tones. A typical perforated tile, for instance, will absorb 96 per cent of the sound striking it if the sound is two octaves above middle C on the piano. At one octave above middle C the absorption is 83 per cent; at middle C the absorption is down to 26 per cent; and for an octave below middle C, the absorption is only 6 per cent. In a room treated with this material alone reverberation of high pitched sounds is easily controlled. Other measures must be taken, however, to absorb the low tones or a "boominess" will be noted.

"Good acoustics is something which is best built a st

In a large room, reflections from walls and ceiling are beneficial in reinforcing direct sounds reaching a distant point provided:

1. They do not arrive too late, creating a definite echo. This condition is reached when the difference between the reflected path and the direct path is greater than 65 feet.

2. There are no focusing effects, creating "hot spots" and dead areas. This is determined by the shapes of walls and ceiling. The phenomena of "whispering galleries" are entirely due to such focusing.

Sound waves are carried through the air, and through the building structure. In regard to the first point, many laymen fail to realize that sound will travel *against* the flow of air almost as well as in the same direction. Therefore, if precautions are not taken, a ventilating system can form a series of speaking tubes between rooms, regardless of the direction of air flow. Second, vibrating machinery can set up a disturbance in rooms some distance away by virtue of structure-borne sound.

Sound passes through small cracks and openings with great facility. Ventilating louvers as well as doors and windows which do not seal tightly against their stops are great offenders here.

The ease with which sound is transmitted through a solid wall or partition is dependent on the type of construction used. Walls affording a high degree of isolation must be specially designed for a school.

#### Function of Acoustical Engineers

If one thinks of the acoustical en-

gineer at all in school design, it is likely to be in connection with the auditorium. As may be judged from the foregoing discussion, this is only one of the areas in which he can be of assistance to the architect and school planner. However, in view of his extreme importance here, the auditorium is probably a good place with which to begin in describing what the acoustical engineer does.

In planning the auditorium he will determine with the architect the shape of walls and ceiling so that reflections will reinforce the sound at the rear, and be dispersed evenly throughout the area without causing disturbing echoes. Surfaces will be checked for good diffusion and elimination of focusing. He will set an optimum value for the reverberation time based on the volume of the room. From this he will calculate the number of absorption units required to achieve this optimum value. Next, the acoustical engineer will make recommendations to the architect on the selection of wall, ceiling, and floor finishes, seating and draperies on the basis of their acoustical properties in order to provide the required amount of absorption.

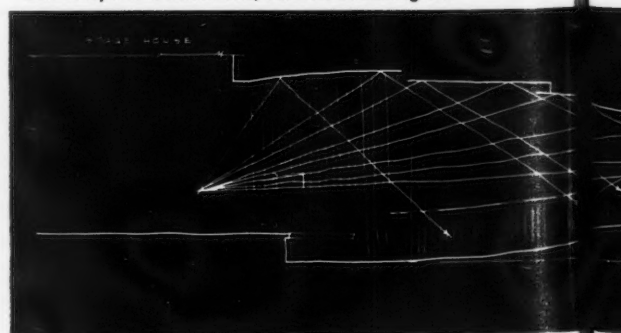
The ideal is to provide an auditorium which will have approximately the same reverberation characteristics regardless of the size of the audience. The old saw about hearing a pin drop on the stage is no valid test of the acoustics of an auditorium. This can be done in a space whose reverberation time is so long that speech will become confused and unintelligible. On the other hand, the pin might be clearly heard when the room is empty, but not when a full audience is present. Indeed, the

### Acoustics in school design—



Irregular classroom walls aid diffusion and blending of sounds. The cinder blocks aid absorption.

— Photos from *Acoustics for the Architect*,  
Burris-Meyer and Goodfriend, Reinhold Publishing Co.





building a structure, not applied afterward. . . ."

people could add so much absorption that a normal speaker could not be heard beyond the fifth row of seats.

The acoustical engineer will check the heating and ventilating plans and, if necessary, make recommendations to insure noise-free and vibrationless operation. He will also check for room-to-room transmission along the duct work and piping.

If a sound system is specified, and this is often done by the electrical engineering consultant, the acoustical engineer can check to see if it is adequate. He can also check to see that it is not unnecessarily overadequate. In an auditorium that is well designed acoustically, it is certainly not good economy to install a complex, expensive sound system that is not needed or used. Unfortunately, there are many individuals today who seem to believe that the only way voices can be heard in a large room is by means of loud-speakers. It is the writer's opinion that schools should cultivate the vanishing art of voice projection, and as far as possible eliminate the enfeebling crutch of electronic amplification.

Proceeding to the music suite, the acoustical engineer will prescribe the amount, type, and placement of absorptive material in order to provide optimum conditions of reverberation and blending of sounds. Wall construction will be examined to ensure adequate isolation from adjoining rooms. Door closures and the ventilating system will be examined for the same purpose. Small practice rooms will be absorbently treated and isolated from each other and adjoining areas.

Acoustical treatment of classrooms

may or may not be necessary, depending on their size. In any event, it is well to have the treatment specified by an expert. There have been many classrooms so overtreated that the teacher could not be heard readily at the rear of the room. And, conversely, she could not hear the small disturbances created at the rear of the room when her back was turned.

The offices and nurse's quarters should be well isolated, acoustically, from adjoining areas. The acoustical engineer may find it necessary to provide for special wall constructions here. If a program of audiometric testing is carried on, it may be necessary to provide a special room for this purpose. It should be so well isolated that the background or ambient noise level is within specified limits or the test results will be faulty.

If there are separate audio-visual rooms or remedial speech training rooms, they should be given particular acoustical consideration. The acoustical engineer's experience in the field of broadcasting and recording studios, theater, and motion picture work will be valuable in these areas.

Shops and boiler rooms need isolation treatment, particularly if there are classrooms overhead. A special hung-ceiling construction is often indicated in these areas. Vibration mounts for machinery may also be called for. In many cases, severe problems of noise isolation are most simply solved by relocating the questionable area. The acoustical engineer can advise the architect on the relative economic advantages of relocation versus treatment.

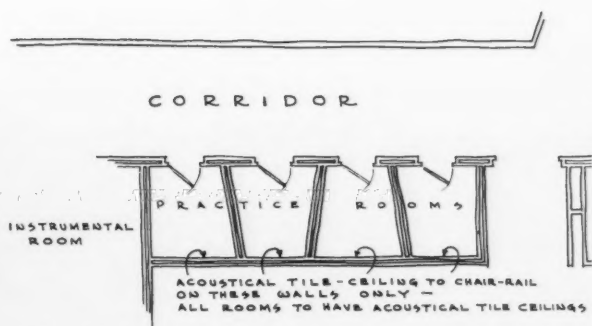
The cafeteria, of course, needs acous-

tical treatment to keep noise levels down. However, in recent years more and more use has been made of multipurpose rooms, for reasons of economy. We have the cafeteria-gymnasium combination, the auditorium-gymnasium combination, the cafeteria-auditorium and, on some occasions, the triple-functioned cafeteria-auditorium-gymnasium. These represent some of the knottiest problems a board of education can throw at the acoustical engineer. If these activities were conducted in separate rooms, different acoustical treatment would be required for each to achieve the best conditions. When a single room serves several purposes, the best an acoustical engineer can do is to effect a compromise which will give a modicum of satisfaction in each direction. When used as an auditorium, however, the room will generally have many shortcomings.

One final word which, perhaps, should have come first: It is sometimes wise to consult the acoustical engineer in the matter of site location. If a school is to be built adjacent to a noisy trucking route, railroad, or other noise source, it may mean extra expenditures for special exterior wall, roof, and window construction in order to keep interior noise at a reasonable level. Although land contours can sometimes afford adequate isolation, it is not well to rely on trees, shrubbery, or other planting for this purpose. The amount of acoustical shielding they provide has been vastly overrated.

The foregoing discussion has indicated the major areas in which the acoustical engineer can contribute to the well-planned school. It should be evident that in this planning, acoustics should not be dismissed lightly. There are many pitfalls for the layman and the employment of a qualified expert in the field, either by the architect or by the school board directly, represents a long forward step in ensuring optimum conditions in the finished structure. Compared to other costs involved in the project, the acoustical engineer's fee is relatively small. In the long run, he may save the cost of his services many times over in eliminating excessively costly construction or expensive remedial measures which must be taken at a later date.

His design and calculations are worked out from plans and sketches submitted by the architect. Specific details can be taken up by telephone and written communication. It is not necessary, therefore, that he must be in the immediate vicinity. He will co-operate with the architect and should be kept advised of any major changes made as the plans progress. The earlier he is brought into the planning stages of a new project, the more helpful he is.



Left: acoustical engineer's sketch of a correctly designed auditorium ceiling of non-absorbent material which reinforces sound from stage without producing echoes. Above: a recommendation of music practice rooms with non-parallel walls.



# Mechanized Accounting Simplifies Bookkeeping

By REV. JOHN W. MILLER

*Comptroller, Catholic High School Association, St. Louis, Mo.*

● A COMPLETELY REVISED accounting system designed to maintain an exact and clear picture of school operating funds, collections, expenses, encumbrances and balances, has recently been installed at the Catholic High School Association of the Archdiocese of St. Louis.

The modern, completely mechanized system centers around the multi-operational, nine-total F403 Burroughs Sensimatic Accounting Machine especially designed to handle the complex and numerous records involved in school bookkeeping. The new machine has replaced our former slow, outmoded, and cumbersome pen-and-ink recordkeeping methods. The old procedure of maintaining large ledgerbooks for each accounting activity became increasingly difficult as enrollment and budget grew.

Inasmuch as we anticipated an even greater number of students in the near future, we realized that the hand-written approach could not keep up with the demand for faster and more informative accounting data. We needed up-to-the-minute and accurate budget figures. Mechanization was the answer to our accounting problems. The switch, however, was only accomplished after careful study and analysis of the various business equipment and methods available for the complexities of school accounting.

In the past 10 years the number of diocesan high schools has increased from four to 10 schools while enrollment has grown from 3000 to 7000 students. The teaching staff of priests, brothers, sisters and lay teachers at present is about 375. The school budget amounts to approximately \$1 million.

Here's how our new mechanized accounting procedure systematically handles all bookkeeping in our operation, including:

1. School revenue ledgers with simultaneously prepared school revenue journal.
2. Register of budget transactions with si-

multaneously prepared school budget ledgers.

3. Check register.
4. Expense ledger.
5. Monthly statement of receipts and disbursements.
6. General ledger.
7. Payroll journal, employee earnings ledger, check, and check statement.
8. Governmental reports 941-A (Social Security) and W-2 (Withholding tax).

The accounting procedure begins with the monthly collection report which we receive from each school. This is an itemized record of tuition, various fees, and miscellaneous receipts. It serves as the source for entries to each school's revenue ledger, and the over-all cash receipts journal.

## Bank Deposit Data

The first step is the preparation of the bank deposit which provides a control total for all receipts. On the Sensimatic the applicable tuition revenue is recorded for each school ledger for senior, junior, sophomore, and freshman. Each ledger is prepared simultaneously with the cash receipts journal, and the total of each class of tuition is entered on the corresponding tuition control ledger. The grand total of all receipts posted must equal the bank deposit total, and is subsequently entered to the Cash Account in the general ledger.

## Budget Accounts

One of the most important records is the register of budget transactions. The budget ledger is constantly referred to for administrative guidance because it indicates the exact financial status in relation to over-all operations. It is a record of all schools for all budget accounts, including all classifications breakdowns. Entries to this record are made weekly.

In preparing this vital record, purchase requisitions are posted to the respective budget ledger simultaneously with the preparation of the budget register of transac-

tions. Thus, each budget ledger is a by-product of entries to the register. When a requisition for supplies is issued and approved, it becomes a purchase order for the supplier to provide merchandise or service. The requisition is subsequently recorded as an encumbrance or outstanding obligation to the particular budget account. As an encumbrance is entered on the ledger, it is indicated in the outstanding encumbrance balance and also the unencumbered balance. All this is done automatically by the machine.

The important factor here is that the outstanding encumbrance amount on the ledger points out which obligations have been charged against an account. Furthermore, it indicates the over-all total of purchases which have not been received. Also, unencumbered balances clearly indicate the amount available for further spending.

The budget ledger is set up by "object" accounts by school. The first step is liquidating or reducing encumbrances by the amount of the requisition, if the payment is in full. The amount of the check actually paid is simultaneously recorded in the expenditure column on the register of transactions and the school's budget ledger amounts. There are: (1) reduction of outstanding encumbrances, (2) increasing of expenditures to-date, and (3) a differential figure showing the balance due between the requisition and the payment. The unencumbered balance is automatically computed by the machine and adjusted higher or lower. Totals for a given "object" are entered on that "object" control budget ledger to complete the over-all budget report.

All expenses for an expense account are entered from a copy of the voucher check which shows the date, check number, expense account to be charged, amount of the check, and the amount to be charged to the particular account. Thus, the expense ledger

**ST. LOUIS CATHOLIC HIGH SCHOOL**  
**REVENUE LEDGER CARD**  
 DATE: March 31, 1959  
 ACCOUNT NAME: Bishop DuBourg High School  
 DEBIT: 154.39  
 CREDIT: 154.39  
 BALANCE: 0.00

**ST. LOUIS CATHOLIC HIGH SCHOOL**  
**CHECK REGISTER**  
 DATE: March 31, 1959  
 CHECK NO.: 100  
 AMOUNT: 154.39  
 PAYEE: Bishop DuBourg High School

**ST. LOUIS CATHOLIC HIGH SCHOOL**  
**EXPENSE LEDGER CARD**  
 DATE: March 31, 1959  
 ACCOUNT NAME: Bishop DuBourg High School  
 DEBIT: 154.39  
 CREDIT: 154.39  
 BALANCE: 0.00

**ST. LOUIS CATHOLIC HIGH SCHOOL**  
**ART SUPPLIES**  
 DATE: March 31, 1959  
 ACCOUNT NAME: Bishop DuBourg High School  
 DEBIT: 154.39  
 CREDIT: 154.39  
 BALANCE: 0.00

**ST. LOUIS CATHOLIC HIGH SCHOOL**  
**REVENUE LEDGER CARD**  
 DATE: March 31, 1959  
 ACCOUNT NAME: Bishop DuBourg High School  
 DEBIT: 154.39  
 CREDIT: 154.39  
 BALANCE: 0.00

**REGISTER OF BUDGET LEDGER TRANSACTIONS**

DATE	DEBIT NO.	CREDIT NO.	DEBIT	CREDIT	BALANCE
1959	154.39	154.39	154.39	154.39	0.00

**SCHOOL BUDGET LEDGER**

DATE	DEBIT NO.	CREDIT NO.	DEBIT	CREDIT	BALANCE
1959	154.39	154.39	154.39	154.39	0.00



The six types of records illustrated above are samples of the kinds of forms used by the St. Louis Catholic High School Association. Similar forms to those at left are used to prepare cash receipts journal, revenue ledger card, check register, and expense ledger card for each type of account, such as art supplies. The forms at top right are prepared simultaneously. Lower right, Elsie Linkerheil operates the F403 Burroughs Sensimatic accounting machine, while Marie Thein looks on.

shows total expenditures to-date, the appropriation for this expense account, and the unexpended or cash balance. These totals are posted as a credit to the Cash Account in the general ledger.

The general ledger accounts provide the total credits and total debits and a net balance to each general ledger account.

From the school revenue ledger cards and school expense ledger cards, a monthly budget statement is prepared for each school. This entire operation is merely a matter of entering the up-to-date expense and revenue information into the machine. Here the Sensimatic computes and prints the exact status of each account for each school.

An additional report showing the Asso-

ciation's revenue and expenditure status by "object" is prepared monthly, in the same manner, from the control revenue ledger cards and expense ledger control cards.

**Payroll Accounting**

Payroll operations are easily accomplished on the new machine. In one fast, simplified operation we simultaneously prepare the payroll journal, employee's earnings, ledger, check, and check statement. Previously the payroll procedure required a considerable amount of time because each record was a separate operation in addition to numerous adding machine tapes and proving processes. With the accounting machine, we receive automatic balances of to-date earnings, retirement, withholding

tax, and social security. Provided also are accumulative totals of earnings, deductions, and net pay as a by-product of the actual payroll writing. This up-to-date information enables us easily to prepare governmental reports 941-A (Social Security) and W-2 (Withholding) on the machine.

Of special significance is the tremendous amount of accurate and legible information which we now receive. We are continually discovering new ways to utilize the machine's features and to draw pertinent data from numerous sub-totals and totals available. We are also most appreciative of the service and counsel provided by the manufacturer's representatives, who have given detailed accounting counsel and help in developing the necessary record forms.



# HELP WANTED: Clerical

By **BROTHER LEO V. RYAN, C.S.V., Ph.D.**

Assistant Dean, Robert A. Johnston College of Business Administration,  
Marquette University, Milwaukee 3, Wis.

● ARE ADMINISTRATORS wasting too much valuable time performing clerical details in schools? By the same token, are pastors and their assistants, as well as other institutional administrators, so engrossed in routine details that their effectiveness is being hampered? The facts suggest an affirmative answer, at least on the part of administrators in central Catholic high schools. The facts and conclusions might well apply to many administrators.

What seems to be the situation? In a recent survey of diocesan secondary schools conducted by this writer, data was gathered about the number of offices maintained and the number of nonteaching staff members performing clerical details in 136 central Catholic high schools. The 124 central schools replying to the questionnaire maintained 187 offices and employed a total of 160 full-time and four part-time employees. The two offices maintained in some central schools represent separate offices for the principal and the school business manager. The facts, as reported, indicate that some diocesan schools are operating without clerical personnel. This situation is also true in many parish high schools and some secondary schools run by religious communities.

Of the 136 central schools included in the survey, only 94 indicated that they employed one or more clerical employees, and 13 did not answer the question, a total of 107 schools. The remaining 29 schools probably have an office but operated without either full-time or part-time clerical employees. The majority of the schools have only one clerical assistant.

How do these facts compare with current practices in public schools? *The Biennial Survey of Education in the United States, 1952-1954* (the latest available statistics) reported that city systems employed on an average less than one full-time clerical employee per school and commented on "the meager availability of clerical assistance."

This staff limitation continues in both public and private secondary schools despite the widely accepted conclusions of several authorities on school administration that the clerical staff should be an integral part of every efficiently operated school.

The shortage of adequate clerical assistance shifts the burden of routine clerical duties to administrators who should be

free to devote both time and energy to their professional responsibilities—to the problems of education in the case of secondary school administrators.

Engelhardt and Engelhardt warn: "In a small school system, boards must understand that, unless the superintendent of schools is supplied with adequate clerical service, he will become a clerical officer himself with definite sacrifice in the educational program."<sup>1</sup> The warning is equally applicable to the school principal.

Father Rowland E. Gannon, a former assistant superintendent of schools for the Archdiocese of St. Louis, in discussing the role of clerical employees in Catholic secondary schools, once wrote: "The imputation has been made with more or less truth that Catholic schools have been short-sighted in forcing upon educators work which could easily be performed by those who have not had the long and expensive training required of an educator."<sup>2</sup> Father Gannon further advises that the employment of a clerk or clerks based on school size is a "very wise business procedure."

Several schools in this study operating without clerical employees indicated that the correspondence, reports, and other administrative details of the school office were handled by the head of the commercial department or by an individual teacher in the business education department.

The questionnaire from one high school was completed by the business teacher who made the following observations:

All clerical work is performed in and through the business education department. No clerk is maintained in the principal's office. No salary is paid to the Sister-teacher in the business education department for keeping school accounts, handling correspondence, making reports, purchasing and selling school books, etc. Teacher in business education department is a full-time instructor.

Another administrator in a large city high school of nearly 1200 students, but with only one clerk in the office noted:

<sup>1</sup>N. L. Engelhardt and Fred Engelhardt, *Public School Business Administration* (New York: The Bureau of Publications, Teachers College, Columbia University, 1927), p. 189.

<sup>2</sup>Rowland E. Gannon, "A Plan of Business Administration for Catholic Secondary Schools" (Unpublished Master's Thesis, Department of Education, St. Louis University, 1950), p. 36.

We have cut our office staff to a minimum to help keep expenses down. The above is "poor business" in the usual sense, but actually works out well as a result of a lot of sacrifice and extra hours. In fact, our annual operational deficit is practically nil (in comparison with rather large deficits of equivalent schools).

In some respects the achievement of a near balanced budget in this case must be a shallow victory. This case illustrates a false economy that is rather common in administrative circles. This type of economy is shortsighted; it misses the point made by the authorities and presented earlier in the article.

Using teachers for routine clerical tasks has the possible result of detracting from their classroom preparation and, consequently, may also detract from their teaching effectiveness. It frequently interferes with their free time, a considerable portion of which should be devoted to personal and professional growth and development.

The standards recommended by state departments of public instruction or regional accrediting agencies might be employed as a guide to indicate the number of clerical employees necessary in a given high school. The Minneapolis public schools employ the following formula: Clerks are assigned to the high schools on the basis of one to each 500 pupils and one part-time clerk for each 250 or more pupils. The North Central Association of Colleges and Secondary Schools recommends a clerk for each 500 students.

The evidence gathered in this study suggests that the conditions discovered in the research of Father John O'Connor, Father John P. Owens, S.J., and Monsignor Edward F. Spiers, continue to exist, and that their conclusions are still valid. Father O'Connor concluded from his study of administrative practices in 45 Catholic high schools accredited to the Middle States Association, that: "Most schools . . . are in need of more administrative assistance and more clerical help."<sup>3</sup> Father Owens concluded from his study of Catholic schools that "all administrators should have more clerical assistance."<sup>4</sup> In concluding his study of 165 central Catholic high schools, Monsignor Spiers recommended that "provision should be made for more administrative assistance on a full-time basis."<sup>5</sup>

The ever-increasing volume of clerical detail involved in secondary school, parish, and institutional administration demands adequate clerical personnel for the efficient operation of these important agencies.

<sup>3</sup>John O'Connor, "A Critical Study of Administration in Forty-five Schools in the Middle States Association" (Unpublished Master's Thesis, Department of Education, Catholic University of America, 1946).

<sup>4</sup>John P. Owens, S.J., "The Determination of Per Pupil Costs in Roman Catholic Schools" (Unpublished Ph.D. Dissertation, Fordham University, 1954), p. 158.

<sup>5</sup>Edward F. Spiers, *The Central Catholic High School* (Washington, D. C.: The Catholic University Press, 1951), p. 170.

# Dollars Do Double Duty

St. Joseph's College used its Ford grant —

1. to provide faculty homes
2. to increase faculty salaries



This is the pleasant home of Dr. Jay Barton.

By HUGH P. COWDIN

*News Director, St. Joseph's College,  
Rensselaer, Ind.*

● ST. JOSEPH'S COLLEGE in Rensselaer, Ind. (pop. 5800) has capitalized on an idea of getting two direct benefits for its lay faculty members from the same dollar. The idea originated in December, 1955, shortly after the college received a grant for \$270,000 from the Ford Foundation.

At that time, the Ford Foundation granted \$210 million to 630 private, accredited colleges throughout the nation, stipulating that the principal must be invested at a minimum rate of four per cent interest, with all the interest to be used to increase faculty salaries. After ten years, the principal could be applied to other needs. St. Joseph's, a Catholic college for men with an enrollment of 996, is conducted by the Fathers of the Society of the Precious Blood.

The college treasurer, Rev. John M. Lefko, C.P.P.S., hit upon the idea of loaning the principal at 4½ per cent interest to lay faculty members who wanted to build homes. The Very Rev. Raphael H. Gross, C.P.P.S., president of the college, telephoned the Ford Foundation which approved the plan as long as the college would receive at least four per cent interest.

Under the plan, the professors derive a double benefit from the grant: the principal provides capital for their own homes under terms they can afford, while the interest they pay is returned to them in the form of salary increases. St. Joseph's salary scale is currently one of the highest in the country.

## Financing the Homes

To enable the faculty member to overcome the first—and often prohibitive—

hurdle in building a home, the college established a minimum down payment of only two per cent. This figure was adopted in view of the fact that with the college's revised salary scale (increased in 1955 and again in 1957), a faculty member would be able to afford reasonable monthly installments, but might not have the large savings usually necessary for a down payment.

A year was needed to iron out the details of the plan before the first three families broke ground for their homes in the spring of 1957. The site is a 25-acre, pleasantly wooded area, situated about a half-mile from the campus proper. Each builder gets approximately one acre. Since the site is on college property (St. Joseph's owns 1600 acres including 900 acres of farm land), each home owner receives a 99-year lease and pays the college \$10 per year for the use of the land.

The college lends the builder up to 98 per cent of the total construction cost, or a maximum of \$25,000, whichever is less. The faculty member has up to 30 years to pay off the mortgage. If he leaves the school, the college has the option to purchase his house under terms that are still being worked out. Among other things, the plan is intended to provide assurance that the area will remain a community for faculty and staff members.

## Professors Form Committee

Before the homes were begun, the three initial families formed a corporation known as the College Community Association, with Dr. Jay Barton II, an associate professor of biology, as its president. This CCA group is responsible for formulating regulations necessary for the welfare of the community and for overseeing the general development of the area, including such operations as clearing and surveying the land, providing roads, electricity and a sewer. Each home has its own septic

tank and well. Under the plan worked out by the college and the CCA group, the development cost comes to approximately \$650 per family. This cost is included in the mortgage.

At present, 22 home sites have been allocated on the 25-acre area, with three acres set aside for the development of other needed facilities, such as playgrounds. St. Joseph's presently has 21 families represented on its 72-man faculty; 41 of its professors are priests.

Five families have built homes and are now living in the college community, while the sixth home is under construction. The homes must be designed by an architect, whose fee is also included in the mortgage along with the \$650 development costs. So far all the homes have been designed and supervised by Frank Fischer, A.I.A., a Chicago architect who lives in Rensselaer (about 85 miles southeast of Chicago). Mr. Fischer also laid out the 25-acre site.

All the homes are built of California redwood, brick and glass in a modern contemporary design, but they vary sharply according to the needs and desires of individual families. Thus of the first five homes, two are two-story, one is tri-level, and two are one-story. The pair of two-story homes, with four and five bedrooms, are large enough to house ten and seven children respectively.

A faculty member must be at St. Joseph's for three semesters before he is eligible to apply for membership in the CCA. Then Father Gross and his President's Council consider the applicant's eligibility from the standpoint of his professional status and future at St. Joseph's, and his "willingness to adopt and contribute to the community and its welfare."

As far as college officials know, St. Joseph's plan to put the Ford Foundation's dollars on double duty was unique among the nation's colleges. It may not be so much longer.

—new buildings—

Front view of the new Holy Rosary elementary school in St. Mary's, Ohio.



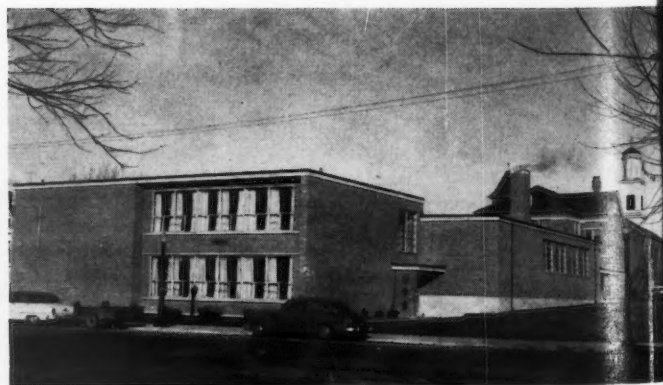
# Holy Rosary School

PASTOR: Rt. Rev. Msgr. John J. Brinker

ARCHITECTS: Freytag & Freytag, Sidney, Ohio

● SMALL TOWNS, as well as cities and suburbs, are experiencing the ever increasing school enrollment that demands new school buildings. St. Mary's, Ohio (pop. 6200), is no exception. Due to an industrial expansion in the late 1930's, and the high birthrates of the '40's and '50's, the one Catholic parish soon outgrew its old school building.

When the late Father Francis Kessing built a school in 1901 at a cost of \$11,000, only two of its four classrooms were needed. At best, the old school could accommodate no more than 160 pupils. From 1947 through 1955, the present pastor, Rt. Rev. Msgr. John J. Brinker conducted a



Floor plans provide for 10 classrooms and multipurpose room. Above is side view of school. Note how its modern design compliments colonial style church shown at right.





The office has a complete intercommunication system. The picture on wall is of Msgr. John J. Brinker, the pastor at Holy Rosary parish.



The multipurpose room can be used as gymnasium, auditorium, or lunchroom. Kitchen is at rear of the hall. Note the dramatic stage hangings.

school building fund for Holy Rosary parish. The result was a new two-story building of ten classrooms that opened in the fall of 1957 and was formally dedicated April 27, 1958. Although the new school has a capacity of 500 pupils, at present about 255 boys and girls are enrolled in grades one through eight. They are taught by five Sisters of the Precious Blood and three lay teachers.

Situated on a site 132 by 440 ft., just south of the older parish building, the new school houses ten classrooms, each 26 by 35 ft., a combination office-clinic, and a large multipurpose room, 77 by 42 ft., complete with stage and adjoining kitchen. The brick exterior with its stone trim and sev-

eral window walls is modern in every detail, yet it blends harmoniously with the older school building, as well as the colonial church, erected some 90 years ago in 1867. The older school is being retained, just in case it may be needed in the future.

Designed by architects, Freytag & Freytag, Sidney, Ohio, the building is constructed of reinforced concrete with a precast concrete roof slab insulated with built-up tar and gravel. The steel doors and extra-heavy aluminum frames of the window walls have neoprene weatherstripping. Classroom interiors feature: walls of concrete block and structural glazed tile, asphalt tile floors, fluorescent lighting and hot water unit wall heaters and ventila-

tors. Each classroom has a built-in sink and drinking fountain, metal lockers for clothing storage, topped by wooden storage cabinets with formica doors, green chalkboards of vitreous enamel on steel. Toilet rooms, corridor and stairwells are finished with structural glazed tile walls and terrazzo floors. Wood folding partitions are used in the office-clinic and multipurpose room.

Total contract cost of the building, without equipment, was \$288,496, approximately \$12.65 per sq. ft. Equipment cost an added \$39,191, bringing the total cost to \$327,687. Not included in this estimate was an addition to the convent which was constructed at the same time.



The shiny, easy-maintenance corridor, above. At right, is a well-appointed classroom.





Supervisor of all the planning, fund-raising, and construction of Regina High School was Father Ray J. Pacha, now pastor at North English, Iowa. He also took most of the pictures in this series.

## How They Built Regina High School

By LOIS M. LUNZ

Editor CSJ Management Section

● REGINA HIGH SCHOOL crowns a beautiful 105-acre site on the rolling countryside northeast of Iowa City, Iowa. Opened last fall, the consolidated school draws its 300 pupils from the four Catholic parishes of the city — St. Patrick's, St. Mary's, St. Wencelaus, and St. Thomas. It replaced two smaller parochial high schools at St. Patrick's and St. Mary's which had a total enrollment of 200. These former facilities are now being used for the expanding grade school enrollment.

In many ways, Regina High School is unique. It features the distinctive and unifying art decorations of a renowned artist, Rev. Edward M. Catich of St. Ambrose College, Davenport, Iowa. His unusual slate panels outside the school, in the lobby and chapel, as well as the chapel windows and Stations which portray Christ in a modern setting have given the school a distinct character.\*

Perhaps the most important aspect of Regina is that the school was planned "from the inside out," literally planned around the curriculum and from the viewpoint of adolescent students. Because of its meticulous educational planning, Regina is an unusually functional school. And with its bright color schemes and integrated arrangement of areas, it is an unusually attractive building, especially to the teenagers who use it.

From a planner's point of view, Regina was built at the almost unheard of total cost of \$1.4 million, including site development, campaign expenses, and complete equipment. For their investment, the Iowa City Catholics can certainly boast that they got their money's worth! The Regina plant is a series of separate buildings joined by enclosed curtain wall corridors. One wing is a two-story convent with facilities for 12 nuns. Adjoining the convent is a separate chapel and the living suite for the

priest-principal. The classroom wing features two large science laboratories and a homemaking department. A library adjoins the administrative suite off the main lobby. The gymnasium, seating 1500 has an unusual steel lamella roof. All the "noisy" facilities are located in one area: the cafeteria-auditorium, seating 300, is complete with stage and adjoining kitchen; there are

soundproof music rooms, two large manual arts workshops, and the boiler room-maintenance department. Most of the 74,000 sq. ft. building is enclosed by glass curtain walls, but other exterior finishes include a rosy Norman brick with white flecks, and the slate art panels. Yes, it's a lot of building for \$1.3 million!

(Continued on page 66)

### KEY TO FLOORPLAN

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Rectory Suite           | 19. Boys' dressing room           |
| 2. Chapel                  | 20. Equipment                     |
| 3. Community room          | 21. Shower                        |
| 4. Guest rooms with baths  | 22. Visiting team's dressing room |
| 5. Parlor                  | 23. Receiving platform            |
| 6. Guest dining room       | 24. Janitor                       |
| 7. Sisters' dining room    | 25. Dishwashing                   |
| 8. Kitchen                 | 26. Faculty dining room           |
| 9. Storage                 | 27. Office, Assistant Principal   |
| 10. Housekeeper's room     | 28. Reception area                |
| 11. Girls' Phy. Ed. office | 29. Vault                         |
| 12. Girls' dressing rooms  | 30. Principal's office            |
| 13. Shower                 | 31. Health room                   |
| 14. Storage                | 32. Conference                    |
| 15. Girls' toilets         | 33. Faculty lounge                |
| 16. Boys' toilets          | 34. A-V storage                   |
| 17. Book store             |                                   |
| 18. Boys' Phy. Ed. office  |                                   |
- The second-story of the convent (not shown) has 12 bedrooms and centralized bath facilities.

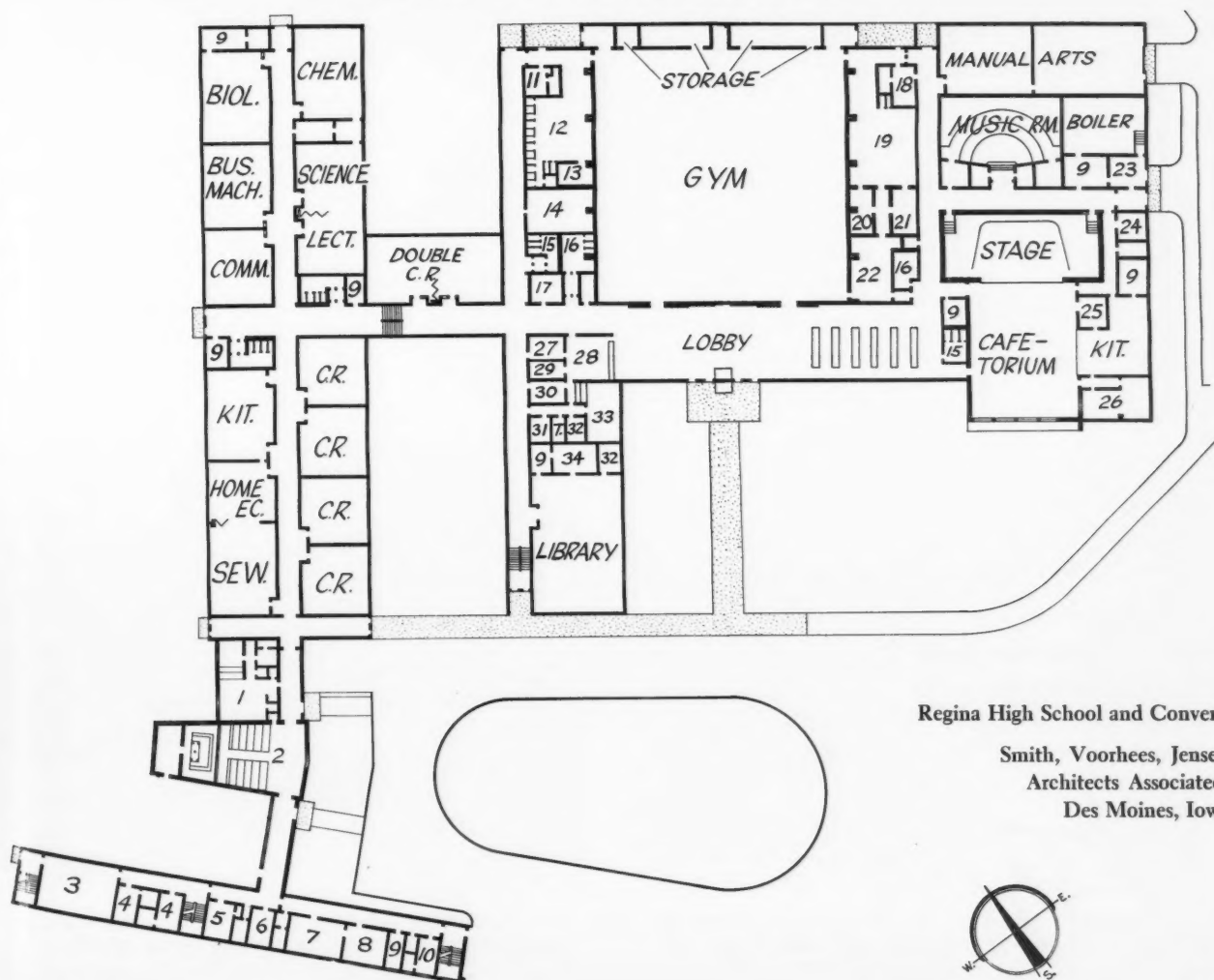


Several separate buildings compose the sprawling Regina High school in Iowa City. From left to right: convent, chapel, classroom, library, gymnasium and cafetorium wings. Note canopied walks, extensive grounds.

\*See "Art Decorations at Regina," page 69.



An aerial view while Regina high school was under construction. Note the beams of gymnasium roof. Convent (lower right corner) will be two stories.



Regina High School and Convent

Smith, Voorhees, Jensen  
Architects Associated,  
Des Moines, Iowa



### How Regina Was Planned

How is a consolidated high school started? As early as 1953, Most Rev. Ralph L. Hayes, Bishop of Davenport, urged the Iowa City pastors to form a corporation and buy a site for a central high school. On December 27, 1954, the 105-acre site northeast of the city was purchased for \$50,000, its cost pro-rated among the parishes. The Iowa City Catholic High School was incorporated with Bishop Hayes as president; Msgr. Carl H. Meinberg, pastor of St. Mary's, vice president; Msgr. J. D. Conway, pastor of St. Thomas More, secretary; and the late Msgr. P. J. O'Reilly, pastor of St. Patrick's, as treasurer. Still there were no immediate building plans until the spring of 1956 when a number of parents at a Home and School meeting demanded enlarged and improved high school facilities. In response to this request from the laity, the four pastors began planning the school.

But buildings like Regina do not spring fullblown from an architect's drawing board. Before any building, particularly a high school, can be built, there are at least 12 to 18 months of preliminary planning, changes, revisions . . . and headaches! Money must be raised, architects chosen, experts consulted, specifications and bids accepted, the site prepared—all before one brick is laid. The master planner and supervisor of a million details . . . the man with the headaches was Rev. Raymond J. Pacha, at present pastor of St. Joseph's, North English, Iowa.

As an assistant pastor at St. Patrick's in Iowa City, Father Pacha was commissioned to "see that the high school is built." And it couldn't have been built without the help of Our Lady, he affirms. "I told every parent who wanted this new high school that they would have to say a family rosary

every night to Our Lady. That's why we have Regina today."

### Two Years of Weekly Meetings

March 1, 1956 marked the first of a series of planning meetings which were to continue weekly for more than two years until the school was completed. At the first meeting the four pastors and their assistants agreed that the high school should be coeducational, built for a minimum of 500 students, and operated on a tuition-free basis with operating costs apportioned to the parishes according to the number enrolled from each parish. They estimated that 2050 adult contributors would be a conservative number, and agreed that the fund-raising should be done by professionals, with a building campaign to be conducted in the Fall.

The following week, Rt. Rev. Msgr. John McAuliffe, diocesan superintendent of schools, presented a list of basic educational facilities needed for a centralized high school. The diocese would appoint a full-time priest-principal to administer the school, he explained, and about 15 teachers would be needed. Currently Regina is operating under the direction of Rev. Lawrence Soens and with a staff of eight Sisters of Charity of the Blessed Virgin Mary and five lay teachers. Assistant pastors from the parishes teach religion classes. Msgr. McAuliffe also suggested that several architects and fund-raising firms be consulted before a selection was made.

At subsequent meetings, representatives of seven architectural firms and five fund-raising companies presented their viewpoints. On May 2, 1956, Smith, Voorhees, Jensen and Silletto and Associates, Inc., of Des Moines, were selected as architects, and B. H. Lawson Associates, Inc., of Rockville Center, N. Y., as the professional

fund-raising group. Plans were laid to begin a fund-raising campaign for the Catholic Central High School in August, 1956 with a final kick-off in October.

### Census of of Four Parishes

"Actually at these first few meetings, we didn't know how many students the school would have to serve," explains Father Pacha. Like other smaller cities in the nation, Iowa City had attracted new industries and newcomers since the war. Several new subdivisions had mushroomed on the outskirts of the city. Today, Iowa City has a population close to 45,000 of which nearly 10,000 are part-time residents, students at the University of Iowa. Approximately 10,000 of the full-time residents are Catholics.

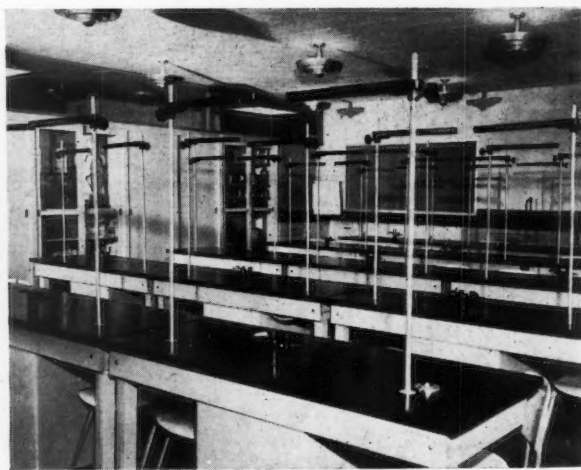
During May and June of 1956, Father Pacha organized a census of the four parishes. Some 350 men, most of them Knights of Columbus, volunteered to canvass Iowa City for a complete census of all Catholics. Father Pacha himself analyzed and catalogued all the data which was to become a basis for the fund drive in the fall. For the first time, concrete figures were available on the number of Catholic families, the number of children (1062 pre-school, 1148 grade school, and 550 high school age), number of employed, working and professional men, number of mixed marriages, etc.

The census revealed almost 25 per cent more potential high school students than any one had anticipated! As a result building plans were revised to provide facilities for at least 500, instead of 350, with multi-purpose facilities built to accommodate 750 to more than 1000 students. Probably within a few years, Regina may have to add another classroom wing, parallel or at right angles to the existing classroom wing.

"The census was a major reason for the success of the fund campaign," states Father



This double classroom has provision for a folding door. Note shelves, cabinets, and radiant heating.



Physics-biology lab accommodates 30 students. Another lab is used for chemistry-general science.

Pacha. "We found Catholics we never knew of before, and they gave to the campaign, too. It was the best thing that ever happened to Iowa City's Catholics. The people are now better Catholics than ever before. When you work and sacrifice for something the way these people did, then you've got something. The Church means more to them now than it ever has. In one parish alone, the number of Communion almost doubled over the previous year. We had more converts and more people coming back to the sacraments than we ever had. Before if we wanted something done, we called on the same 10 or 12 people, now there are 100 or 200 men to call on and each of them will do a good job. This was true of all the parishes."

### Educational Planning

In the middle of June, the pastors and architects met with the diocesan authorities and representatives of the B.V.M. Order which would staff the school. The general academic program was considered. The Sisters presented more than 40 points to be considered in the planning of a high school and another 45 points in planning the convent facilities. Some of the 17 suggestions from the Davenport Diocese were:

All classrooms should have two doors and accommodate 40 students. Science laboratories to be built for 32 students, and not less than 24. The principal's office should have two doors, with a health or first aid room nearby, and a toilet adjacent. There should be a faculty lounge room, preferably with separate lounge for Sisters and lay people. The library should accommodate 10 to 15 per cent of enrollment up to 500, and have a workroom with a sink. There should be a public telephone near the principal's office, and a storage room for audio-visual aids. Teachers should be consulted in planning the laboratories. If the home economics class is large, there should be a separate sewing room. Extreme care should be observed in planning the shop, mechanical drawing and art rooms. Light for the corridors should be borrowed from classrooms by means of glass panels. The Diocese also supplied seven recommendations for the gymnasium area.

Miss Joyce E. Nienstedt, librarian at the Iowa City public library, supplied detailed recommendations and specifications for the library areas.

A week later when the architects brought in their first sketches, Rev. Edward M. Catich was called in. In addition to directing the art decorations at Regina, he is responsible for grouping the facilities into various areas. Also at the meeting were Mrs. Ella Neutzil, supervisor of the lunch program, and Father Soens, the principal, who advised on curriculum. Although most students at Regina follow an academic program, there is a heavy demand for vocational courses. One-third of the 290 students take either homemaking or industrial arts, and more than half are enrolled in some kind of vocational course.

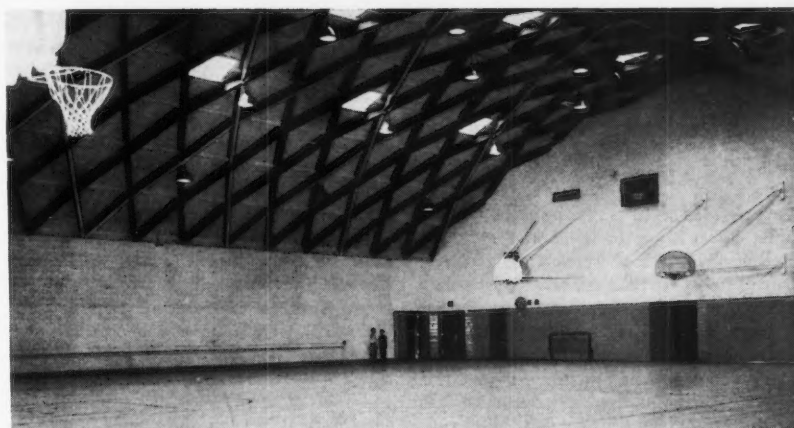
### A Successful Fund Drive

At the first meeting with the fund-raisers, August 14, 1956, the name of the school was decided upon. Up to this time, it had



—The Catholic Messenger

An unusual construction photo of the gymnasium roof.



The completed gymnasium is equipped with fold-up bleachers.



—The Catholic Messenger

Cafetorium, with full stage, has kitchen facilities at right.



Father Pacha poses in the beautiful Regina library. Window wall and skydomes provide natural lighting, supplemented by incandescents.



Rev. Lawrence D. Soens, principal, chats with students in cafetorium.

the unwieldy title of "Iowa City Central Catholic High School." For a long time the pastors had sought a short name, of one or two syllables, honoring the Blessed Mother. At almost the last minute, when publicity was being prepared for the fund drive, one of the priests suggested the name, "Regina," which was unanimously accepted.

All the pastors and assistant pastors attended this meeting with the fund-raisers, where a goal of \$900,000 was decided upon. They planned a 16-page campaign booklet giving information on memorial gifts for the various rooms of school and convent. They chose campaign officers, including Msgr. Conway as treasurer, and Father Pacha as executive secretary.

Then came the surprise. Lawson campaigns are based on the premise that one cannot ask another to contribute, unless he himself contributes first. So the clergymen were asked for their contributions. They pledged a total of \$34,000, including an initial gift of \$10,000 from the late Msgr. O'Reilly. As the fund drive neared its goal, he contributed another \$11,000 to put it over the top at \$916,000. The memorial library has been named in his honor.

#### Large Committees of Laymen

The school could not have been built without the interest, cooperation and financial help of lay Catholics. At a meeting a few weeks later, each pastor brought five laymen from his parish to form a 20-man lay advisory committee on building and construction.

A committee of 900 laymen from all the parishes handled the fund-raising drive, which was kicked off on October 21, 1956. Out of 3078 prospects, 2139 made pledges, averaging donations of \$420 each! Nearly \$125,000 in immediate cash donations was received. The generosity of the individual

pledges made the Regina campaign "one of the very best on record," according to Bernard Lawson, president of the firm.

By November 16, bids were sought on the grading project. Although the school is built on solid ground, some 18 ft. had to be lopped off a hilltop while ravines, some 40 ft. deep, had to be filled in for the football and baseball fields. More than \$100,000 was spent for site improvements, including \$67,000 for grading, \$26,000 for paving walks and parking areas, and \$10,000 for water mains, tiling, landscaping, etc.

By January 8, 1957, all specifications and plans were drawn up and bids were sought for the electrical, mechanical and general contracts. Bids were formally opened February 22, 1957. There was general agreement that \$1.2 million would be the top figure spent on construction. All the bids came in at least \$100,000 too high. Although there was disagreement among the pastors as to the ethics of refusing the lowest bids and renegotiating with local Catholic contractors, the latter course was eventually followed at considerable savings. The general contractor was Frantz Construction Co., Inc., of Iowa City.

#### Actual Construction Begins

Once contracts were let, construction proceeded rapidly from April, 1957, to April, 1958. A utility tunnel, four to eight feet deep, was dug around the entire perimeter of the building. The only two-story building is the convent, which has a half-basement for trunk and laundry rooms. Other buildings, with the exception of the gym, are one-story on various levels depending on the contours of the site.

A low-cost, easy to erect "umbrella" construction was used. Columns and beams supporting the lightweight curtain walls were firmly sunk into the ground and held in place by concrete slab flooring. The gym-

nasium roof construction is unique in the area. To eliminate the high boxy look of most gyms, the architects used a curved roof of steel crossbeams forming a diamond pattern. Although this type of construction is common in laminated wood ceilings, its steel counterpart is believed to be an innovation in the Middle West. This construction eliminates high masonry bearing walls on all four sides of the gym. The exposed undersides of the black steel beams have been effectively painted red, white and blue forming an interesting checkerboard ceiling.

Interior finishes of the school include: glazed tile walls in corridors, toilet rooms, kitchens, gym wainscoting; pastel plaster walls in the convent and where tile was not used; pastel cinderblocks in the chapel. Asphalt tile was used for floors, with red quarry tile in the kitchens and in heavy-trafficked areas. Skydome natural lighting is used effectively throughout the school. All the artificial lighting fixtures are incandescent. Radiant heating from two gas-oil boilers has performed well during the severe winter months. Convent and chapel wing has a separate heating system that can be shut off from the other buildings.

#### Interesting Interior Features

There are many interesting built-in features at Regina. No lockers line the corridors, but in the lobby are rows of small lockers, suspended from the ceiling with space for two students to store books and valuables. Beneath the lockers are hangers for student wraps. The system allows maximum supervision from a receptionist's desk across the hall, requires less space than wall lockers, eliminates expensive recessed wall installation, and reduces maintenance costs since the floors are clear.

Two double-sized classrooms have built-in installations for folding doors, so if

(Concluded on page 78)



# Art Decorations at Regina

Featuring an interview with

**REV. EDWARD M. CATICH, M.A.**

*Professor of Art, St. Ambrose College, Davenport, Iowa*



Top, a sketch of the Madonna and Child slate panel in the school lobby. Below, the "Regina Coeli" exterior mural.

● **What is the underlying purpose of the Regina art work?**

We were looking for an identity, some kind of a denominator, symbol, or emblem, that would clearly identify this school from all others. Most schools are of a kind, one pretty much like another. In trying to find that elusive thing called "personality," you have to start with structure, the spring-board for any references toward an identification.

In the very beginning, we thought that by having some unique, theologically sound art, we might be able to find a personality for the school. That idea set the pattern of our thinking. Naturally, the very first thing in any structure, such as a school, is not to set up a spiritual ideal, then to force everything else to follow that ideal.

● **How did you start planning the building?**

Instead, one must think in terms of what one expects the school, the structure in this case, to do. We therefore started asking ourselves questions: What is a school? What do we intend to do? What do the users, students, and teachers, intend to do with it? How can we help them to do their jobs better?

With these points in mind, we started first of all with room arrangements, paying no attention to the outside looks. In other words, we tried to do a dynamic bit of building, starting from the *inside out*, rather than contrarily starting from the outside in, as so often happens in many structures. For example, some architects try to make a nice arrangement of windows, doors, volumes, planes on the outside, and then after these have been approved by the client, proceed to jam the inside to fit the approved outside.

● **Then do you plan the outside to complement the interior?**

We arranged everything on the inside to have a convenience and efficiency one part with another. After we had arrived at the best possible internal arrangement, we then proceeded—and then only—to make the

outside to fit. In other words, the outside became a *clothing for the inside*.

After the arrangement and mass problems had been pretty well agreed on, we had to search for a particular outer garment, a color, signature, a style or format that would bring the whole thing together.

● **How did you decide on the slate murals?**

We had agreed on a generous use of color. We were also agreed that we would not be victim to the usual huge cross or crosses that architects use to signature Catholic schools and edifices. Rightly we knew this marking device is overdone and no longer exclusively Catholic nor indicative of youth and education. Indeed, the large cross on a structure is recognized by most nowadays as a Lutheran sign. Of course, if we wished to confess that we had no ideas, we could always be "safe" and strew around a few crosses on the outer faces of the school.

Our thinking revolved around the search for some forceful design medium like ceramic, sculpture, or mosaic. We gladly would have adopted any of these mediums had we had unlimited funds. Finally, we came up with the idea of slate murals carved in low, linear V-cuts gilded with palladium and gold and colors which would, in turn, be related to the colored panels over the outside of the school. The murals are flush with the wall and an integral part of the wall.

● **Will you describe the slate panels?**

These outdoor murals, 17 feet tall, have for subject matter the Assumption, angels playing musical instruments, and "Regina Coeli." On the main wall opposite the main entrance is a Madonna in the same slate-palladium-gold-color motif. This interior entrance mural is flanked on each side with 200 square feet of abstract mosaic patterns.

● **Have you ever used slate murals before?**

As far as I know, this is the first time these slate murals have been used on a building. In fact, I believe, although I may



The small chapel at Regina has seats for 50 and space for more pews. Sacristy is behind the reredos. The Crucifix and Stations are slate panels. Twisted silver candlesticks and the "treasure chest" tabernacle were also designed by Father Catich. The altar table is a slab of Italian marble.

be wrong, this is the first time this technique has been used—oh, since the times of the Han dynasty in China, centuries ago. They didn't use it exactly in the manner that we're using it. They used an engraved slate, while we used an incised V-cut slate painted over with color or gilded with palladium and gold leaf to contrast with the black polished slate.

Actually, this technique is nothing more than an affirmation, or reaffirmation, of an old paleographic thesis I have always maintained, namely that shallow, linear carving, as in carved lettering, has no right to exist in itself. In ancient inscriptions the carving only makes the writing permanent. In other words, the coloring—value-contrast—is the important thing and not the carving. The carving only serves to "permanize" the color of the writing or whatever is made graphically on a wall. These murals then are nothing more than a continuation of my old paleographic studies and research put to work in a religious educational setting.

And yet to me it was not a bold new experiment. I had used this technique on many occasions before on a much smaller scale making Stations of the Cross. They have been so very successful that we decided to use it out of doors at Regina. The only difference was scaling the technique for outdoors on the face of the school.

● You certainly use brilliant colors at Regina.

We were convinced also that we could not look at these buildings, or look at the

function of this school, from the point-of-view of an adult. We had to look at the school from the student's viewpoint, those who will use the building. We had to condition and position ourselves to the eye, mind, and ear of the student. This explains the brilliant, however not gaudy, colors—an appeal to the youthful mind. We have yellow, white, blue, red, and gray as a constant scheme throughout the school, in the decorations of the classrooms, the window panels on the outside of the building, stained glass windows, Stations of the Cross, the murals, and the like. The comments of the students during the first semester has proven our color choices pleasing not only to Regina students but oldsters as well.

● Tell us about the Regina gym.

We had a problem in the gymnasium. The roof structure was somewhat ungainly. We decided to do some experimenting. We finally came up with the red, white, and blue grid design, which has created a very pleasant reaction, not only on the part of the students, but from everyone else who has seen it. They all agree that the gymnasium ceiling color scheme may be one of the most striking features of this school.

● Does all the art serve a functional purpose?

The art work in Regina is not intended as a thing in its own right, for art work in a building must be servile. It cannot be its own reason for existence. The angels then,

in the large slate murals, playing modern instruments like saxophone, trombone, flute, French horn, violin, and harp, perform a hidden function. That is, these angels do a little teaching of theology. They try to get across instead the notion of happiness, the keynote of our ultimate goal, Paradise, as well as the paean of praise we all should be singing to God, even while here on earth.

● What will the stained glass windows be like in the Regina Chapel?

We would have liked more windows. However, our funds were limited. Therefore in the five windows we had to bring in as much theology as possible.

We chose the theme of Christ as the Sacred Heart for the one big central window at the back of the chapel; that is, Christ as the Good Shepherd. Don't be surprised at the mixing of these two facets of Christ. The fact is that the Good Shepherd is really nothing more than the earliest symbol of the Sacred Heart.

The Sacred Heart is the foundation, the center of our religion. Christ, out of infinite love for us, has given Himself completely for us, eventually dying on the cross. Hence, the Sacred Heart is the base of our religion, and appropriately then, the theme for the central window of the chapel.

In this window Christ is shown as a modern man, a contemporary, with every mark of his Divinity that we can enclose, namely the cruciform nimbus and the like. Yet He is a very firm, masculine man in trousers, beardless, and short-haired. At the very bottom of the window six sheep gaze upward at the chalice surrounded by an inscription, "Most Sacred Heart, we adore Thee."

● What about the smaller windows?

The four remaining windows are given to Mary, the Mediatrix; St. Peter, the rock upon which the new Covenant is built; the prophets of the Old Testament as represented by King David playing the harp; and St. Michael, representative of the angelic realm. These windows are long and narrow, 16 feet by almost 4 feet, hence the compositional arrangements posed some problems. That is, it was impossible to scale, say, two figures side by side in such long windows. For example, in the angelic window, St. Michael is casting the chained Lucifer into Hell with an overhead body slam very much like the Saturday night TV wrestlers. St. Michael is surrounded by stars and some of these are comets falling into the pit of Hell below. Hell swarms with blue-white, yellow-green, purple fish ready to snap at the devil Lucifer whom St. Michael is casting into Hell.

- Father Catich, you picture Christ as a modern man. In these Stations of the Cross, you picture His persecutors as typical modern men: Pilate is a man in an office swivel chair, two teenagers strip Him of His garments, a working man nails Him to the cross. Do you find it more difficult to depict the Blessed Mother in modern dress? In the ever-changing world of fashion, how do you decide on the dress of women in your art?

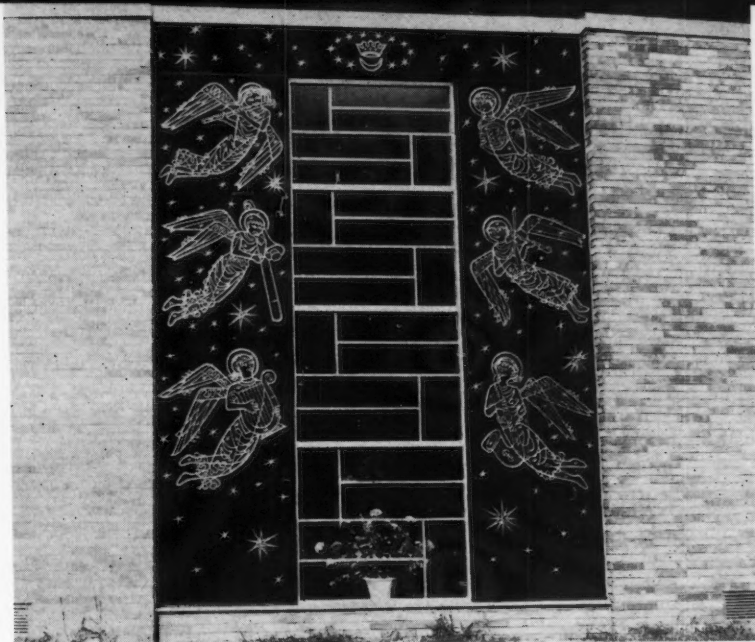
This is much more a problem with woman's clothing than it is with men. It is also a problem as regards physical features. One might, for example, show a man with a naked chest, but one simply couldn't do the same with women. And that not only applies to dress and physiques, it applies as well to such things as hairdos. To show a woman with disheveled hair or too much limb is an impropriety.

Consequently, one must lean over backwards not to offend against piety and modesty, those things pertaining to Christian virtue. Mary, of course, at all times must be depicted with the greatest and most delicate reverence which is due her as Co-Redemptrix.

As regards dress and costumes, I don't know anything about women's fashions. I don't pretend to know, nor do I wish to know details of fashion. After all, I am not doing illustrations for *Vogue* or *Harper's Bazaar*. Fashion design is not the function of theological art. Unfortunately, some people seem to think so. They seem to think that a representation has to follow *Tailor and Cutter*, the Renaissance or Palestinian sartorial and tonsorial idiosyncracies of 1900 years ago.

- You supervised the making of these windows in Kevlaer, Germany, Father, where I understand you also made the furnishings for the chapel altar?

I made the tabernacle, monstrance, chalice, ciborium, candlesticks, and other appurtenances, the Stations of the Cross, and the stained glass windows in the chapel. The silver tabernacle is studded with rose quartz, chalcedony, lapis lazuli, amethyst, chrysoprase, aquamarine, carnelian — all semi-precious stones — and seven small enamels. The enamels picture the Nativity scene, the Incarnation in which Christ became man giving Himself to us out of love for us — the recurrent theme of the Sacred Heart. In addition to the usual graphic statements of the Nativity scene, we have in these enamels some chickens, a dog, sheep, birds in the air, the three Magi, and an angel announcing the glad tidings. The semi-precious stones are intermingled with seven enamels in order to make out of the tabernacle the *Treasure Chest* it is. Much



Finished with gold and palladium inlays, these exterior slate panels of joyful angels will flank the main stained glass window of the Sacred Heart that forms the back wall of the Regina High School chapel.

the same decorative theme is carried out in the chalice, the monstrance, and the other sacred vessels.

- Why do you think Catholics and others object to this modern-day treatment of religious art — Christ in trousers, short hair and shaven?

Catholics know they have the one true religion. By association they presume that what they have been seeing in art for the past 100, 200, or 300 years is also equally true. There is nothing further from truth than this invalid association of art and Christ's religion. What is true in Faith, is not necessarily true of that same Faith pictorially or graphically stated. Indeed since the 15th century religious art has been mostly fraudulent, certainly grossly and crassly sentimental.

- Does an appreciation of an art or a style of architecture depend then entirely upon our backgrounds, age and prejudices?

To like an architecture one must understand something about the culture, the people, and all else, and then proceed to appreciate and evaluate it from the point of view of the people who must use that architecture. To look at architecture just from the outside is of course foolish. That's why to design a high school, from what I as a mature person like, is presumptuous. What we must do is try to project ourselves, within certain limits and restraints, as far as we possibly can into the teenagers themselves, and then to reproject from their point of view to see what is legitimately acceptable to the outlook of a teenager.

- Are there any absolutes of building? Is there a perfect church architecture, say Gothic?

In architecture the many differentials and variables are conditioned by climate, geography, culture, people, religion, right purpose, economy, man, money, political directions, materials, etc. Understanding these variables in their hierarchical position requires a great deal of training. One may make a superficial snap judgment about an architecture, but to make a universal dogmatic assertion about architecture is a little bit dangerous. In fact, very dangerous, especially if you approach it from the point of view of aesthetics or an external appreciation of a building.

Consequently a building is more than just a "machine for living." In fact, this is probably the most stupid thing that has ever been said about a building, that it is a "machine for living." It was spoken by the French architect, Courbusier. Such a statement negates completely the whole spiritual complex. It implies that a man is actually himself a machine, or a tool, or a cog in a wheel, and not the precious unique being Christ, the God-man, died for.

- What is your opinion on Frank Lloyd Wright?

There's no question about it, he was the great architectural genius of the 20th century. We may not always be pleased with his arrogance, but he is the solid foundation for any effective architecture of the future. No one can deny that he is to be placed in the company of the architectural geniuses of all time alongside the designers of the world's most beautiful buildings.



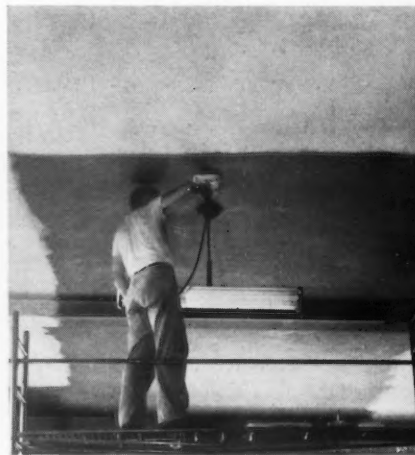
# The Summer Renovation Job

By DAVE E. SMALLEY

Technical Editor, BETTER BUILDING MAINTENANCE

● IN THE WAY of general renovation, schools have a decided advantage over most other large buildings which are occupied the year round. Particularly in the northern three fourths of the country, all buildings suffer from inadequate maintenance during the winter, not only because of the effects of bad outside conditions which are brought into the building but from smoke and dust which originate inside, all of which usually adds to the general winter burden of the maintenance crew.

It is a break for schools that the less effective cleaning of the winter can be fully compensated for during the period of summer vacancy. The big job of renovation can proceed then with little or no interference. The walls, windows, venetian blinds, the chalk boards, and furniture must be cleaned and possibly the desks must be revarnished. But the really big task is doing over the floors, that part of the building which suffers most from traffic anytime and more so during the winter. Because the floors constitute the biggest problem of the summer renovation, we will discuss them last and begin with the lesser jobs of which the walls seem to be the logical beginning.



— Central States Maintenance, Inc.

## cleaning the walls

Painted and ceramic or plastic tiled walls generally predominate in school buildings because they are the easiest to maintain. Washing is, of course, the accepted way for cleaning all these walls but in the case of painted walls there are several methods for doing this work. The sponge and the bucket of cleaning solution method has always been utilized for cleaning all hard surface walls, but there are "two schools of thought" as to how even this time-worn method should be accomplished, especially in the case of painted walls.

To many it would always seem logical to begin washing at the top and work down, but there are many experienced wall washers who contend the walls should be washed from the bottom up. Especially if the wall is badly soiled, the trickling down of the cleaning solution over the dirty surface below often causes streaks that cannot afterward be

removed without difficulty. But dirty tricklings over a freshly cleaned surface are easily removed.

While natural sponges have long been in use, we favor the cellulose sponges which permit more pressure against the wall. They also have a better scouring surface. Brushes are sometimes used for cleaning painted walls but, except in the case of very rough walls, are less practical than the more absorbent sponges which better retain the cleaning solution.

Another method for wall washing which is becoming more popular, is by use of cellulose floor mops. Except where the ceilings are very high in the older buildings, a man of average height can stand on the floor and wash the wall with a mop. This method is less practicable for cleaning the ceilings.

To utilize this method on the walls the mop should be squeezed out sufficiently to prevent trickling and an up-and-down movement should be used. It is well to have two mops, one with a bucket of clean rinse water with which the solution mopping is promptly followed. In fact, the job is quickest and

easiest done with two operators, one for each mop. For the final application on the wall each mop should be squeezed as dry as possible.

The mop method eliminates the need of ladders or scaffolds and climbing up and down.

The wall washing machine is an excellent device for cleaning walls as well as ceilings. While most of these machines require the same amount of manual rubbing, the cleaning solution is forced by air pressure from the tank on the floor up through tubes to the cleaning trowels, around which are wrapped and clamped small terry towels. The flow of the solution is controlled by a trigger on the trowel, which prevents an excess amount on the wall. There are usually three trowels, one for the cleaning solution, one for rinse water, and an unattached trowel for drying the wall. The latter hangs on the operator's belt while he has one of the other two in each hand.

The special advantage of the wall washing machine is the convenience of always having the solution and rinse water at the wall. There is no getting

Vacation time in our schools is the busiest time of the year for those concerned with the maintenance of school buildings... This review of the basic jobs to be accomplished during the summer offers general guidelines and "how-to-do-it" hints for administrators of the summer renovation program...



— Clarke Floor Machine Co.

up and down to change water. Another important advantage is in cleaning continuously with clean water. By the bucket and sponge method you are soon washing the wall with water that becomes progressively dirtier.

One more important fact to remember in washing walls is the efficiency of the cleaning solution. No method will do a better job than the cleaner itself permits. Before starting the job, test your cleaner on a soiled wall.

In the case of extremely dirty walls, such as those over radiators, a little abrasive powder sprinkled on the sponge will work wonders, but may dull the surface of a glossy painted finish.

Acoustical walls can often be cleaned with wallpaper cleaner. If unpainted and badly soiled, use dry steel wool. If to be painted, use a flat-finish paint which is less reflective of sound than the glossy kind.

Simple as window washing may seem a better job can be done quicker where a system and some skill are employed. Professional window cleaners often add only ammonia to the water. In one hand they have a brush for the water and a window squeegee in the other. This method, of course, does not apply where high windows must be reached with a long handled brush and squeegee, but, where possible, it is better to use the first method, even if a ladder is needed.

With one hand the window is washed and with the other the squeegee is

rubbed horizontally (side to side) from top to bottom without removing the squeegee from the glass. To remove the squeegee before covering the entire glass will result in a streak when you apply the squeegee again, in which case the squeegee must be dried before resuming its use. Experts clean even fairly large panes by the horizontal method "in the bat of an eye."

## cleaning venetian blinds

Often venetian blinds can be cleaned without taking them down, especially the metal blinds with plastic tapes. A cloth wetted with a good synthetic detergent usually does a good job, though a tedious one. Frequent vacuum cleaning of the blinds throughout the year makes the summer cleaning easier and more effective.

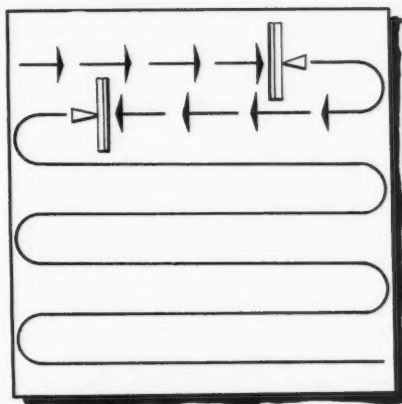
Where the blinds are so badly soiled that on-location cleaning may be unsatisfactory, take them down and open them up in a vat of convenient size. An old bath tub is ideal for the purpose. Lay a strong strip of timber (2 by 2 or 2 by 4) lengthwise across the top of the vat and after mixing the cleaning solution in the vat, lift one end of the blind on to the strip of timber, holding with one hand until you can scrub that part of the blind with a brush. Then push the cleaned portion over the strip and repeat the cleaning. After two or three portions have been cleaned, the blind will hang on the strip without holding. Clean the tape as you proceed and, when the end of the blind is reached, turn the blind over and clean the other side. Rinse and hang up to dry. It is not as slow and difficult an operation as it may seem, providing you are prepared for it.

## cleaning chalkboards

There are special preparations designed for cleaning chalk boards. Dry rubber sponges are also used. There is a generally accepted belief that water should never be used on chalk boards. According to one authority, water mixing with the glue residue which holds the chalk crayons together forms a glaze which detracts from the "bite" of the chalk on the board.

However, upon instructions of the manufacturer, certain metal chalk

(Continued on page 76)



## washing windows

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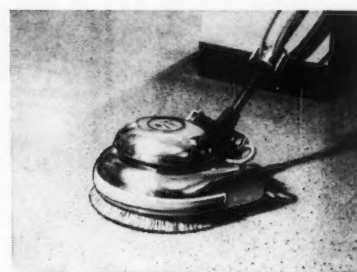
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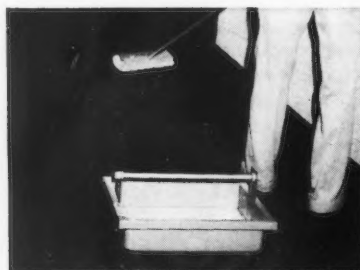
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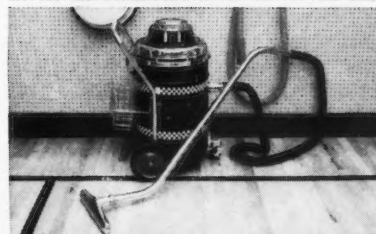


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**SURFCOAT** A heavy-duty, natural color finish for floors of wood or concrete. Goes on fast with large applicator; dries in 4 hours. One application serves as seal and finish.



**CEM-SEAL** Initial seal and curing agent for new concrete, undercoater and renewer for old. Smooths the surface and seals off alkaline salts to end dusting or "bloom". Cuts maintenance time to a fraction of that needed on untreated concrete.

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- ☐ Please send me cost data showing maintenance savings due to use of Hillyard floor treatments.
- ☐ Please have the Hillyard Maintaineer demonstrate Hillyard floor treatments on my school floors.

Name.....

Institution.....

Address.....

City..... State.....



## Summer Renovation Job

(Continued from page 73)

boards are being washed regularly. Experts here claim the proportion of glue in chalk crayons is negligible. If you have "regular" blackboards, however, we would not recommend washing them.

When chalk boards are washed, and where plain water is less effective, add a small quantity of nonalkaline synthetic detergent and wipe dry with a chamois skin. We would not use soap in any case as it tends to leave a scum.

## resurfacing school desks

When necessary to resurface school furniture, a good cleaning with a synthetic detergent is the first step. Soap-saturated steel wool pads will remove many of the stubborn stains, or regular steel wool with the synthetic detergent will serve.

If desk tops are badly scratched or defaced, sand them down with an edger which is a small, disk-type sander held in the hands.

If the scratches simply penetrate the varnish, use one of the new paint and varnish removers which almost instantly cause the old finish to shrivel up and detach itself and it is easily scraped off. Remove all wax or other traces of the remover with naphtha and apply a good varnish. Regular floor sealers are not always adapted for varnishing furniture. They are tougher than regular varnish but more flexible and sometimes soften under body heat.



## renovating the floors

After nine or ten months of continuous use under many stamping, scuffing feet, even the best of routine cleaning has been quite unable to preserve either the sanitation or appearance of the school floors. A good scrubbing, often a scouring, is needed to restore most of the floors. While the process for cleaning the floors is similar in all cases, the material used often differs.

**Terrazzo and Marble:** Steel wool, which is excellent for use on all the resilient and wood floors, should not be used on terrazzo or marble. Small fragments of the wool

left on the floor may rust and cause a difficult stain. To scrub terrazzo or marble, we recommend one of the synthetic (soapless) detergents. To scour a very dirty floor, use one of the new abradant pads.

A nonalkaline abrasive powder, sprinkled freely on the wet terrazzo or marble and scrubbed with a stiff brush also provides satisfactory scouring action, but all residual grit should be well rinsed off, preferably picked up with a vacuum cleaner. Scour only a limited area at a time before squeegeeing or vacuuming off the dirty solution lest it settle on floor.

Do not use acids, that dissolve marble, or alkaline solutions, that cause dusting, on marble or terrazzo floors. When clean and wax removed, floor should be given a thin coat of colorless terrazzo sealer, well rubbed in. Ceramic tile floors should be treated just like terrazzo floors.

**Concrete Floors** may be safely cleaned by the foregoing methods. If floor "dusts," a hardener or coat of penetrating sealer should be applied. Floor can also be given two coats of alkali-proof, rubber resin enamel, especially designed for concrete. This paint makes floor more attractive and easier to maintain.

**Resilient Floors:** The adaptable methods vary for cleaning the resilient floors, which include asphalt, rubber, vinyl, and cork tiles, and linoleum. For example, solvents, oils, and greasy substances soften or dissolve asphalt and gradually cause the deterioration of rubber. The vinyl floors are comparatively immune to all regular cleaners, even to such alkali as tri-sodium phosphate, but even mild alkalies are injurious to cork tile and linoleum.

The nonalkaline, synthetic detergents may be used with safety on any resilient floor and are generally recommended for the purpose. Soaps should not be used on rubber but mild alkalies are permissible. However, alkaline solutions in excessive quantities, as well as excess water, may penetrate between the tiles and attack the adhesive.

Steel wool or the abradant pads are valuable in scouring any of the resilient floors. No. 2 grade wool may be used with soap suds, wax stripper, or a good solution of synthetic detergent, but no coarser than No. 0 wool should be used with clear water or on a dry floor, the exception being on stained cork. Very scarred or stained cork tile may be sanded, preferably with a regular floor machine, but first try dry No. 2 steel wool.

Abrasive powders and water may also be used for scouring the resilient floors, though excessive scouring may dull gloss.

After resilient floor is clean and dry, it should be waxed promptly. Water wax or emulsified resin finish may be applied to any floor. Solvent wax, paste or liquid, is recommended for cork tile, may be used on vinyl and linoleum, but not on asphalt or rubber. Lacquers and varnish should not be used on resilient floors, with the exception of a thin penetrating sealer over freshly sanded cork tile. Solvent wax is preferred in such cases. If floors are properly cared for, they should not need special treatments until the Christmas holidays.

Care of Wood Floors was described in CATHOLIC SCHOOL JOURNAL, March 1959 issue, p. 92. — Ed.

## four keys to better painting

### 1. The surface to be painted must be sound and properly prepared

Make sure moisture, paint's enemy No. 1, cannot get under the paint.

Remove all loose paint, grease, and excessive dirt.

Prime bare spots.

### 2. Use the paint for the purpose it was intended.

Unless you have tested newer paints on the market for your use, stick with the standard items used successfully for several years.

Use the paints where they were intended to be used: floors, metals, exterior trim, etc.

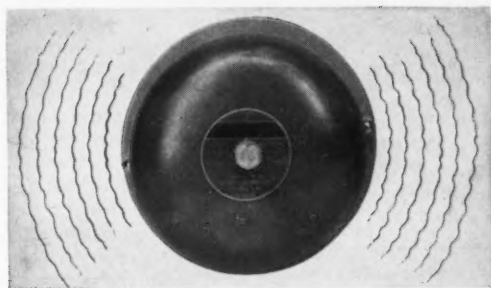
### 3. Comply with the manufacturers' directions.

Follow manufacturers' directions as to how much paint is needed to cover how many square feet. Overthinning is false economy.

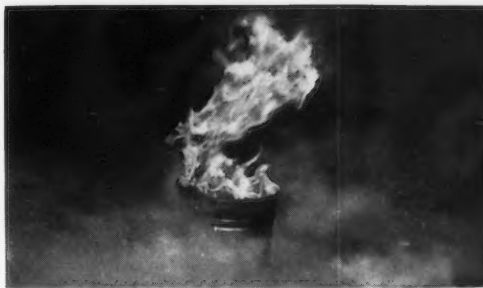
### 4. Determine proper workmanship in paint application.

Have your painters adjust their techniques to the different properties of different paints.

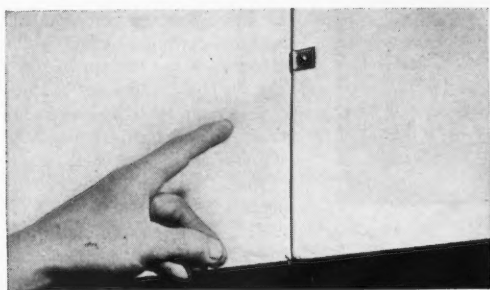
# SCHOOL FIRE ALARM!



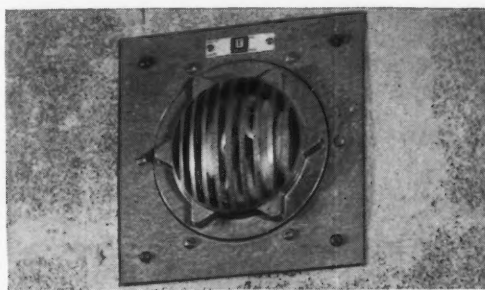
**1. Save priceless lives, protect valuable buildings with the Kidde Atmo Fire Detecting and Alarm System!**



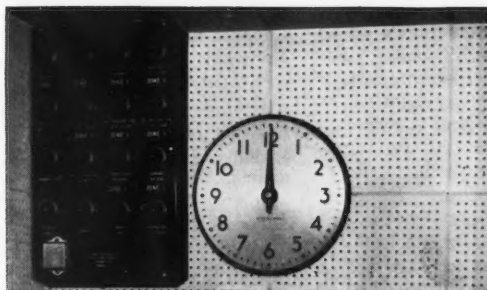
**2. This automatic detecting and warning system sounds an alarm instantly at the first hot breath of fire!**



**3. Using rate-of-temperature-rise tubing as a sensing element, the system works without outside power!**



**4. Kidde's Atmo system can sound alarm at fire area, outside the building or at local fire department station!**



**5. Kidde's Atmo system also gives fire location at a panel near any manned telephone switchboard!**

## **Kidde Atmo FIRE DETECTION**

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A Subsidiary of  
**Walter Kidde & Company, Inc.**  
Belleville 9, N. J.

**F**OR fast, dependable school fire detection and warning, install a Kidde Atmo Fire Alarm System. Ideal where life protection and early warning is essential, the Kidde Atmo system can also close doors, shut off fans, motors, blowers, is automatically re-setting after use or test. Get more information! Write today for Kidde's Atmo Alarm Systems booklet!



## How They Built Regina

(Concluded from page 68)

desired, they could be converted into four classrooms. A large storage room, dark room, and small workroom for preparing science materials are adjacent to the two large science laboratories: a combination physics-biology lab for 30 students, and a chemistry-general science lab.

The homemaking department has a six-unit kitchen for 24 students, a large sewing laboratory, with a lecture room between the two labs with folding doors so it can be used by either class. The sewing room has built-in fitting booth, tote box cabinets, sink, and lazy-susan apron hanger. Nearby

is the two-classroom commercial department. All the regular classrooms accommodate 36 pupils, and have a wall of shelving and cabinets, plus the usual chalkboard and corkboard areas.

In the administrative area, there are private offices for principal and assistant principal, separated by a walk-in vault. Nearby is the health room, private toilet, small conference room, a storage room for audio-visual equipment, and a faculty lounge equipped with small kitchen. There is plenty of storage space in the school; in fact, one large room, 36 by 24, is designated simply for storage. There is also a school bookstore near the office suite.

The library is probably the most attractive room in the school. It measures 54 by 36 ft., has three glass-walled rooms for conferences, periodical storage and a workroom with sink. The sky-dome lighting and one wall of curtain windows virtually makes artificial lighting unnecessary. The custom-built checkout desk has a patterned formica top.

The gymnasium, 100 by 100 sq. ft., has a "floating-action," hardwood maple floor, three basketball courts, provision for a folding door, and fold-up bleachers which seat 1500. A built-in, four-speaker hi fi set provides music for school dances. Around the perimeter of the gym are a series of storage rooms for equipment and uniforms. At each side are separate facilities for boys and girls: locker rooms, showers both gang-type and individual, dressing rooms, and a small office for the gym instructor. The boys' side also has an extra facility for visiting teams. In the incinerator room is a washer-dryer for laundering team uniforms.

Next to the gym are all the "noisy" facilities. A cafetorium, seats 275 for meals, 300 for assemblies, using folding chairs and tables. A stage curtain in red velvet forms one wall. Adjoining the kitchen is a faculty dining room with folding curtain separating religious and lay teachers. The kitchen itself is small, but well equipped for its purpose: serving hot lunch to all the students. It has two walk-in food storage rooms, janitor's storage, and incinerator room.

Behind the cafetorium is a soundproof music suite, with four-tiered floor, special band chairs, ample storage cabinets for music and instruments, and three small practice rooms and an instructor's office. A glassed-in corner overlooks a corridor, otherwise unsupervised. Behind the music suite are two manual arts workshops, equipped with washfountain. This particular sink is also used in the six small toilet rooms throughout the school.

Near the chapel is a three-room rectory suite for Father Soens, the principal, consisting of living room, bedroom, bath, and pullman kitchen. The chapel is described in the accompanying interview.

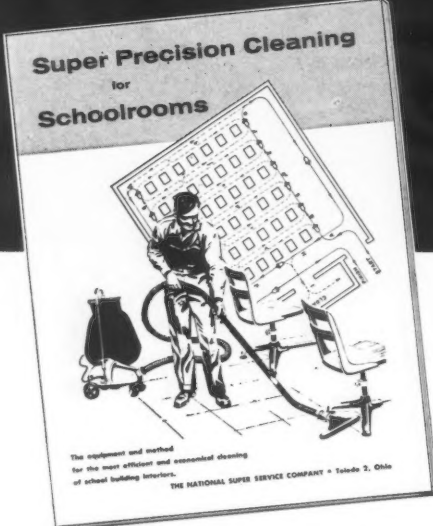
The last three months from May to August, 1958 entailed the hardest work for Father Pacha, since this is the time the school was equipped. An accomplished photographer, Father took hundreds of photographs of the construction, including many aerial views. In all, he supervised the building of this school from its very inception to its completion, and he is still called in if any little detail goes wrong. The beautiful, functional Regina high school is a credit to his tireless work and minute supervision.

Over-all cost of the building was \$1,036,434.69. Equipment cost \$161,995.45; site improvements \$115,054.93; financing, campaign costs, interest, and miscellaneous expenditures, \$95,480.63; for a completed total of \$1,432,411.67. All in all, quite an accomplishment!

# How to clean a schoolroom in

# 7

# minutes!



**Super Precision Cleaning**  
for  
**Schoolrooms**

The equipment and method  
for the most efficient and economical cleaning  
of school building interiors.

THE NATIONAL SUPER SERVICE COMPANY • Toledo 2, Ohio

Super has developed a specialized cleaner and a plan for using it that enables you to keep a schoolroom really clean at low cost.

Tested in a 30' x 40' room with 42 desks, 2 coat rooms and the usual equipment, the Super Precision Cleaning Method for cleaning schoolrooms and a Super Model M suction cleaner did the job thoroughly in seven minutes flat.

Write for this new brochure "Super Precision Cleaning for Schoolrooms". Learn how to use a specialized schoolroom cleaner to cut time and cost of room cleaning and to assure absolute removal of germ laden dust and dirt.

The Super Model M is specially designed for schoolroom cleaning. It gets around where other heavy duty cleaners can't go.

Super distributors all over America will gladly demonstrate the cleaner and the plan.

### YEAR AFTER YEAR SCHOOLS BUY SUPERS

Because of its efficiency, ease of operation, low cost of maintenance and long life of service free operation, the public and parochial schools of America have consistently bought more Supers as the school systems have expanded. Supers ten and even twenty years old are still working today in schoolrooms. As new schools are built, more Supers are bought.



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**SUPER SERVICE**  
Power Suction Cleaners • Quality Floor Machines  
SINCE 1911  
"THE DRAFT HORSE OF POWER CLEANING MACHINES"

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When planning and buying kitchen equipment  
for school lunch and parish use, remember . . .

## Good School Lunch Programs *COST LESS* Than Poor Ones

By THOMAS J. FARLEY

*Supervisor of School Lunch Programs for Milwaukee County Public Schools*

● **KITCHEN EQUIPMENT** for a school lunch program is quite different from that used in commercial restaurants. Choosing what is best suited for serving a large number of persons one standard meal is a problem altogether dissimilar from that encountered in preparing an à la carte selection, three meals a day, for a public restaurant catering to whims of a fluctuating clientele.

Many parochial schools are serving school lunches to over 700 pupils in one hour. Most commercial restaurants are happy to have half that number of noon customers, and then only if they can be spread over a 2½ to 3 hour period. When one considers that the school lunch program serves one set meal per day to a large number in a short time, it is difficult to understand why so many new schools are built with kitchens and serving lines geared to restaurant service.

First of all, it is well to remember when building or remodeling that it is a rare architect who has any knowledge of kitchen equipment; generally he contracts for the work to be done by a restaurant supplier. The restaurant or hotel supplier in turn has a draftsman who has had years of experience planning kitchens for hotels, hospitals, taverns, cafeterias, drive-ins, cocktail bars, sandwich shops, and drug stores, but he has done no work with schools. Even worse is the restaurant designer who has many schools to his credit, but all his school kitchens and serving lines are merely commercial cafeteria lines which are totally unsuited to the needs of the school lunch program. He has become an "expert" on the basis of the volume of his output.

Generally speaking, the equipment needed in the school lunch program is less expensive than restaurant pieces but has four to ten times the capacity.

School lunch equipment must cook and serve large volumes of good food with a

minimum of labor because we turn out 75-cent noon meals for about 30 cents. The abundance of labor used in an à la carte kitchen would be prohibitive in a school operation, yet kitchen appliance firms keep right on installing the wrong equipment because they have never stopped to analyze the differences in our operation. The persons installing inadequate school kitchens are neither dishonest nor stupid, they are simply delinquent in getting information or reluctant to attempt anything different from what their commercial experience has shown them to be successful in their other fields of work.

Generally speaking, the most damning criticism of school kitchen jobs, aside from the fact that they have wrong equipment, is that they seldom show any opportunity for future growth. It is not at all unusual to find in a multi-million-dollar suburban high school kitchen equipment that is adequate for only 200 students out of a beginning pupil population of 1000. There is no space to add equipment. Expensive remodeling during the first year is often required. What will be done as the enrollment increases during the next 75 years that school is in existence?

Let's look at school lunch program equipment and take note of specific items about which administrators should be more informed when organizing a school lunch program.

### **Serving Line — No "Frills" Needed**

This is probably the most misunderstood section of the lunchroom. Since it plays an important role between the production and consumption of food, it is surprising that so little attention has been paid to the actual mechanics of getting the food to the pupils. We have explained how school food service differs from a commercial cafeteria, but just look at the typical school serving line, complete with railings, sneeze guards, steam table, bun warmers, water fountains,

salad display racks, ice pits, ice cream freezer, self-leveling milk dispensers, sliding doors, glass shelves, and all the other inappropriate equipment which makes it next to impossible to serve one standard meal over the counter.

These steam table serving lines are 30-year-old, time-killing monstrosities thinly disguised in stainless steel to give a semblance of modernity to a design which is basically inadequate and nonfunctional. School lunch does not need the standard cafeteria line because that is a stop-and-shop proposition deliberately constructed to slow people down, to tempt customers to buy and purchase extras. We produce, each day, a complete balanced meal of meat, a hot vegetable, cold salad, baked dessert, bread, and milk. Our job is to serve this meal rapidly to the student.

A steam table cafeteria line serves at the rate of 4 to 7 per minute because of its inherent slowness. School lunch can serve 15 per minute if we get rid of the needless junk hung on our serving lines. We can do this by having the students carry their own trays and having the serving personnel place the food directly onto the tray. "Impossible," you say, but not if the serving line is narrow, as it can be if the serving pans are set lengthwise with the counter instead of vertically as is the custom of the past. Stated briefly, a serving line only 14 inches across (instead of 32 inches in depth) permits the food servers to place the food directly on the trays which the students push along the tray slide.

To serve so easily and directly requires, of course, that all that needless array of expensive stainless steel and plate glass display racks be removed. These glass guards require that trays be handled by the servers and be passed over the top, which is a time-consuming action.

Have you ever stopped to wonder why these glass guards are placed along the serving line? They are required in public caf-

**"School kitchen equipment is less expensive but has four to ten times the capacity of a la carte restaurant equipment."**

eterias where foods are "displayed," often-times for several hours before a customer makes his choice. In our school lunch rooms, no food is "displayed," it goes directly from the pan in which it was cooked onto the tray held by the student.

The whole idea of a steam table in a school lunch is incongruous. If the food is served as fast as it should be to several hundred students, the pans will be empty before the food has a chance to cool. Far too much money and attention is devoted to "keeping food nice and hot." Too little attention is given to training personnel in the basic fundamental that the food should be cooked on a schedule which does not allow food to stand before serving. Bring hot food from the oven to the serving line and get it to the students' trays without delay. Additional ovens are far less expensive than a heated serving line.

Naturally, a commercial cafeteria needs a steam table because it has a three-hour lunch period for a couple hundred customers. Why are we tied to acceptance of their totally different needs?

If your school has split lunch periods and you feel there is a need to keep food hot, try suspending some infra-red lamps over the line; they are relatively inexpensive yet are very effective.

Another inappropriate piece which is cluttering up school serving lines, is the steam table serving line with a wooden plank along the inside. This is a sandwich board. It is a direct tip-off that the person who laid out the installation hadn't the foggiest notion of what the school lunch is all about because this piece of wood is used in an à la carte cafeteria where the customer orders a particular sandwich constructed to his order. Besides being useless for school lunch, this additional 10 inches along the line makes the counter so wide that it is impossible to reach across to serve food rapidly onto the trays.

Many of our newer and more expensive schools install a cute little gadget called by various names whose function is to hold a supply of milk cartons and dispense them by a spring-leveling platform so that the milk cartons are always brought up to table level. This refrigerated stainless steel cabinet cut into the serving line is excellent for commercial cafeterias which load milk into it at 6 a.m. for three meals spread over 15 hours, but it is ridiculous for a school lunch installation.

Why pay the expense of refrigerating part of your serving line when you already have a walk-in cooler where the milk is

held until needed. There is an excellent stainless steel milk cart on the market for \$25 which can be used to hold the milk in the cold room and which can also be wheeled into line and served as the milk dispenser at the end of the counter. One of these carts can easily hold 250 half-pints of milk. If you have a large program, you could have several carts loaded in your cooler room and roll each into the line as needed.

It isn't just a matter of cost, although we sell penny milk as contrasted to 10-cent milk in commercial cafeterias; there is the element of labor. The expensive spring-loaded refrigerated gadget must be hand loaded by the kitchen personnel. It generally has to be replenished right in the middle of the lunch period, too, so the line is held up. Not only that, but labor is needed daily to keep the unit clean because of the fact that some paper cartons in a lot of 500 will leak a bit. In my rounds as a supervisor of school lunch programs, I count it one of my more unnerving experiences to walk in and find one of the kitchen personnel standing on her head in this refrigerated box cut into the serving line, trying to wash the insides with ammonia. Tell me, administrator, how would you like that job? That is, of course, a silly irrelevant question, but it brings up one which is not ridiculous and whose importance is self evident: "How often do you think this daily cleaning job is done?" Being a bacteriologist, of sorts, I am prone to ponder such points.

#### **What Kitchen Equipment Is Needed?**

The most important item is the deck oven for it is in this that most food is prepared in quantity cookery. Surprisingly enough, many cooks have never heard of them. If you are so foolhardy as to plan your kitchen on what a cook wants, you will get what a cook is accustomed to often-times rather than what is required for the job at hand. Deck ovens are of various sizes and shapes. Some are good, others bad, but basically deck ovens can add units vertically so that it is possible to expand in the same floor space as the student population grows.

In specifying this most important of all cooking equipment, remember two points:

1. All decks to be baking ovens, not roasting.
2. Interior dimensions sufficient to accommodate two standard bun pans per deck.

A large portion of the trouble in school lunch programs is traceable to the fact

these two features were disregarded. Any food cooked in our program can be cooked in the smaller bake oven. Bake ovens give better control than roasting ovens. It is possible in the case of gas fuel to get four decks of bake ovens in one stack. It is very poor policy to arrange two bake ovens on top of a larger roasting oven because good baking just can not be done in a roast oven. Conversely, bake ovens not only do a better job of baking, as is to be expected, but do a better job of roasting.

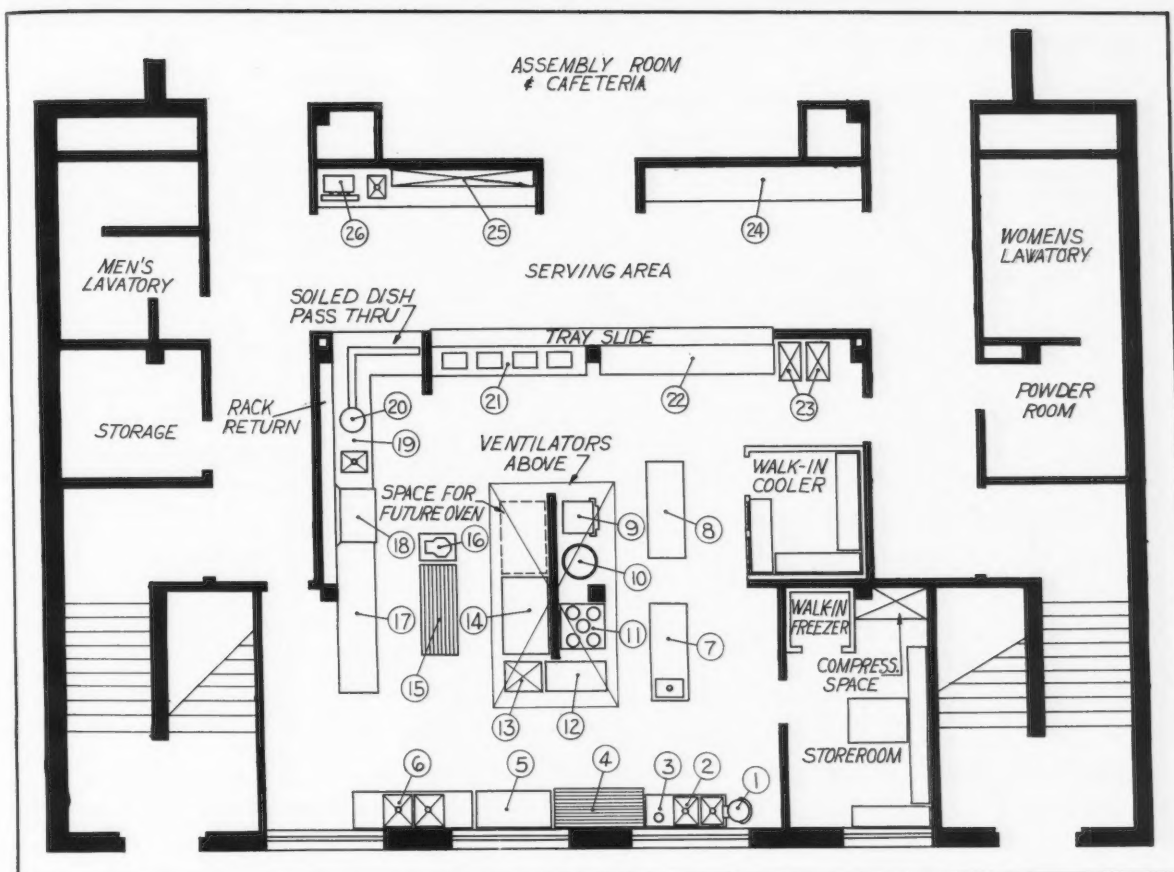
At about this point, I expect to hear mutterings about the impossibility of fitting a 20 lb. turkey into a bake oven. That objection is brought up every time. Briefly stated, I would say that no one in quantity cookery ever roasts a whole bird; any cook who does is incompetent. Two days are required to cook a whole bird for school use because the whole job can not be done in one day and the bird is held overnight in the cooler and finished on the second day. This is silly because a disjointed bird can be cooked in less time. Better still, bone the raw bird in 10 minutes, cook the boned turkey rolls in 1½ hours, slice on a machine and serve, all in a fraction of the time without excessive labor, waste, or meat shrinkage. This is not a cooking lesson but the point must be recognized that the smaller height bake oven is the only one which should be in a school kitchen because of its much greater versatility and a capacity of 33 per cent more than a stack of roast ovens occupying the same kitchen area.

The feature of each deck having a capacity of two standard bun pans is of great importance because deck ovens of lesser width will give you only 50 per cent capacity if your kitchen is equipped with standard size utensils or it will force the purchase of odd-size pans for oven use. This is most unfortunate because the standard 18 x 26-inch pan is also useful as refrigerator shelving and fits into the wheeled bakery racks which are so useful all over the kitchen. A hodgepodge of various size pans presents not only an excessive investment, but an expensive storage problem because odd sizes do not nest and stack and require more shelving and more daily handling.

Deck ovens of large capacity are a paying proposition because with sufficient oven space, inexpensive baked desserts can be made from government flour, eggs, and milk instead of purchasing cookies and ice cream because "the ovens are all filled."

One school serving 500 children with five decks of ovens decided to borrow money to purchase an additional four-deck model. Their profit on bakery alone in the first year allowed this school to pay back its loan in eight months and show a substantial margin for the year.





This typical school lunch and parish kitchen was planned to Mr. Farley's specifications by the S. J. Casper Co., Inc., food equipment suppliers of Milwaukee.

#### KEY TO EQUIPMENT

1. Vegetable Peeler
2. Vegetable Sink
3. Food Waste Disposal
4. Worktable
5. Pot and Pan Rack
6. Pot and Pan Washing Sinks
7. Cook's Worktable With Sink
8. Cook's Worktable
9. Vegetable Steamer, 2 Compartment

10. Stock Kettle, Low Type, 60 Gal.
11. Range Top, No Oven
12. Mobile Table
13. Mobile Cooling Rack
14. Oven, Four Decks
15. Baker's Table
16. Mobile Mixer and Stand
17. Clean Dish Table
18. Dishwashing Machine

19. Soiled Dish Table
20. Food Waste Disposer
21. Cafeteria Counters; Hot Foods Section, Narrow Width
22. Cafeteria Counter; Cold Foods
23. Trucks
24. Storage Cabinet
25. Service Counter, Overhead Cabinets
26. Coffee Urn

### A Small Range, No Stockpot

Get rid of all but two burners for rapid heating of small sauce pans. Avoid ovens under ranges because no cook can work well around her shoe tops. No one of intelligence would try to cook any substantial amount of food on a range top because the job can not be done well. It entails extremely uncomfortable labor, and often gives poor results. The big multi-gallon bubbling stockpot on a range top is a mark of low quality food and too many cooks. A vegetable will not be prepared well in these big cauldrons, as the whole mess has to be tended to avoid sticking and burning. Besides, how are you going to get it off the range when the food is cooked? The food has to be dumped into

12 by 20 cafeteria pans for serving anyway; so the food would have been better cooked in those pans in the first place. Cut stockpots off your list and save some money. You save money in labor every day by keeping the big pots out of the kitchen because they are difficult to clean and store.

### Steam Oven Is a Must

Here's the item for cooking the vegetables. The cafeteria pans slide in and are done in much less time than in boiling water in the big pots. Food tastes better, looks better, and is nutritionally better than when the nutrients are leached away in water. Delicate foods such as broccoli and asparagus retain good appearance because

the vegetables are cooked in the same 12 x 20-pan in which they are served.

### Select a Low Model Steam Kettle

A steam kettle is a very useful piece of equipment if it is not used to run the program in the direction of soups. The school lunch is not a soup program. Steam kettle should be of 40 or 60 gallon size. In any case, the low models are better in the 60 size because few women in the lunch program can reach over the top to touch the bottom of a large standard kettle. Some communities overdo on kettle and range top cooking, and as a result the meals are often of a type which can be taken through a straw day in and day out.

Buy a model which has a 2½ or 3 in.

draw-off valve because kettles with a small opening require extra labor when everything cooked in them has to be ladled out over the top in small sauce pans. It's sloppy too, and very time-consuming. The large draw off, on the other hand, can accommodate not only soup, but stew, chili, chop suey, etc.

#### Buy a Mixer With Attachments

Some appliance salesmen masquerading as kitchen consultants try to pawn off 30-quart mixers, but the choice is really only between a 20- and 60-quart size. For any school with 300 in the program, the 60 size is definitely indicated. It is also advisable for much smaller schools which are growing. Administrators frequently make a mistake in not purchasing a mixer. The thousand dollar price tag on a mixer causes the buyer to say no to this piece of equipment, but he does not see the fallacy of hiring extra labor to do the work. The school without a mixer just doesn't do much baking because dough mixing is physically exhausting. Also, purchased desserts are usually substituted.

The mixer has many other uses, such as mixing the ground beef for meat loaf and hamburger, but the vegetable slicing attachments are so useful each day that it is surprising that the machine is ever without them. How many hours of labor each day are saved from the slicing and shredding of just salad greens in a program of 300 children?

#### What About Labor?

If an administrator hires a part-time cook when the work load gets heavy, it is very possible that a much better program could have resulted from a purchase of perhaps a piece of equipment. The blind hiring of personnel is the poorest economy in the program.

Care must be taken to analyze the situation to accurately determine when labor is needed and when equipment must be purchased. There are many times when supervision is the ingredient needed to organize the personnel and standardize procedures rather than hiring more help or buying more equipment. Sometimes you need less labor to do the job right.

Have you ever considered the fact that five women of different backgrounds with no quantity cooking experience can never approach the output of two trained persons using ordinary good equipment? Personality clashes among women cooks raise the cost of the program by decreasing production.

One of the most common pitfalls in parochial school lunch programs is the use of free labor through the Mothers' Club or expecting parishioners to work for low



#### "LOW BOY" COOKING KETTLE

An ideal cooking kettle for school lunch use is the new Groen "Low Boy" Model EE kettle, above. Stainless steel, steam-jacketed cooking kettle is electric, with distilled water hermetically sealed into steam chamber. Available in 20, 40, or 60 gallon size with thermostat controls up to 250° F., unit has many built-in safety features. Its low height permits easy operation and fast cleaning. Send for bulletin R-66 from Groen Mfg. Co., Chicago.

(For Further Details Circle Index Code 0151)

wages under the understanding that this is a Christian duty. With rare exceptions, the only ones who work hard at a job with no pay are the dedicated nuns. When the parish work takes the form of a daily back-breaking task, don't expect too much. The school lunch is part of the school, and the school is part of the church, but miracles in the parish hall are too infrequent to be counted on in a well-run business venture.

The person in charge of your lunch program must be a business woman who can think, plan, and teach. Menus should be laid out at least a month in advance, products quality graded and purchased on a bid basis, equipment bought and used intelligently, personnel trained, records and reports tallied, and children served a variety of foods in a learning atmosphere.

The school lunch is not a mere convenience or a substitute for a bag lunch. We are teaching practical nutrition. The person who runs the program is the controlling factor in whether or not the cafeteria truly reflects an educational philosophy or just the narrow attitude of a quasi-commercial venture into second-class eating.

I am frequently surprised at some of the comments from parishioners when the subject of a school lunch is mentioned. Recently, while enjoying a typical parish dinner where crowds of fine parish women tottered around on high heels serving copious amounts of fine food in the annual effort to decrease the bonded indebtedness, I was impressed by the size of the hall and new kitchen in the fine modern building. Seeking out the woman in charge, I asked how many children were served in the school lunch program. She was anything but cordial as she replied,

"We don't have time to wait on the kids; we have families to take care of!"

It seems to me after a number of similar remarks in many parishes, that Catholics have often utterly failed to realize that the lunch program is not some form of a local charity schemed up to drain labor or money from the faithful. Many administrators also have not recognized that this is a part of education and while it is not primarily designed to turn a profit, it need not operate in the red or function by the sufferance of only those willing to contribute their labor.

Generally speaking, the best programs pay very good wages to the cooking personnel, serve excellent food, and operate in the black. The worst programs in most cases use volunteer or poorly paid help and serve slop while floundering in red ink.

As long as you use a hiring principle founded on the closeness of the applicant to the church steeple, you are seriously endangering this food venture. The person who runs a Friday night fish fry is not likely to be the one person you want to teach children to like a variety of attractive meals served without repetition during at least a six-week period.

If you want to find a woman with experience in quantity cookery, a business head, a liking for children, you better quit limiting your job offers to parishioners within the sound of your voice. Forget about asking friends to work; advertise in the local newspapers, and then stand back to handle the crowd that replies.

If you want to organize a high-quality, self-sustaining lunch program —

#### Don't:

1. Let an architect install the equipment.
2. Permit an equipment house to write specifications.
3. Buy at a discount from a parishioner who knows how to get bargains.
4. Buy food supplies from local grocers unless competitive.

#### Do:

1. Get advice on plans and equipment from your regional director, food service supervisor of some nearby large city school system, State School Food Service Association, or a Catholic School Food Service Association in one of our large cities.
2. Buy kitchen equipment only from an established firm.
3. Purchase food by quality grade on bid from firms specializing in institutional products.
4. Hire personnel on aptitude and potential, not experience exclusively.
5. Write for the bulletin, "Planning and Equipping School Lunchrooms," Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 35 cents.

## Catholic Education News

### AD MULTOS ANNOS

★ Thirteen Felician Sisters recently observed a joint golden jubilee celebration at Immaculate Conception Convent, Lodi, N. J. The thirteen are: SISTERS M. LEOLFOLD, Immaculate Conception Sanitorium, Lodi; M. ALPHONSINE, Our Lady of Grace Home, Ogletown, Del.; M. ADOLPHINE, Our Lady of Mt. Carmel, Bayonne, N. J.; M. ZACHEA, Immaculate Conception, Lodi; M. EZECHIELA, Holy Cross, Trenton, N. J.; M. FELIX, St. Stanislaus, Wilmington, Del.; M. ERNESTINE, St. Joseph's, Passaic; M. EVELINE, Immaculate Conception, Lodi; M. VIATORA, St. Joseph's, Camden, N. J.; M. BEATA, St. Michael's, Lyndhurst, N. J.; M. MELITONA, St. Anthony's, Jersey City, N. J.; M. PASCHALE, Sacred Heart, Wallington; and M. VICENTIA, also of St. Anthony's.

★ REV. ANSELM SECOR, C.P., Chicago, Ill., celebrated his golden jubilee on April 28. Father Secor has served his order as a teacher, director of students, missionary, provincial consultant, superior of the minor seminary at Normandy, Mo., and has been pastor of several Passionist churches. He is also a contributor to *The Sign*, national magazine published by the Passionist Fathers.

★ Three surviving members of a group of eight Dominican Sisters who came to this country from Ireland in 1906 celebrated their 50th anniversary of religious profession on April 12. The jubilarians are: SISTERS M. JOHN and M. ANTONIUS, both stationed at Rosaryville, La., and SISTER M. KEVIN, chairman of the college mathematics department of St. Mary's Dominican College, New Orleans.

★ REV. GODFREY REILLY, C.P., St. Ann's Monastery, Scranton, Pa., marked the silver jubilee of his ordination on April 28. Father Reilly, previous to his assignment at St. Ann's, was a teacher of deaf mutes at Ephleta School, Chicago.

★ BROTHER RALPH MOLNAR, S.M., a teacher of art at McBride High School, St. Louis, Mo., observed the 50th anniversary of his profession on April 1. Brother Ralph has taught at schools in Winniepeg, Dubuque, Chicago, Peoria, Belleville, New Orleans, Detroit, San Antonio, and St. Louis.

★ BROTHER AELRED JOSEPH, F.S.C., head of the guidance department at La Salle Academy, New York City, observed his silver jubilee on April 17.

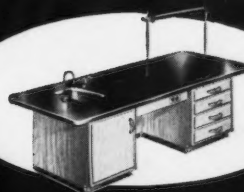
★ MSGR. PETER J. DOOLEY, dean of the parishes in the South St. Louis (Mo.) County Deanery, observed the 50th anniversary of his ordination on April 9. Msgr. Dooley has been an active member of many humanitarian councils and boards.

★ SISTER DE LA SALLE and SISTER ETHNEA, of the Sisters of St. Joseph of Newark, marked the golden anniversary of their religious profession on April 11. Sister de la Salle is superior of St. Joseph's Home for the Blind, Jersey City, N. J., Sister Ethnea is treasurer general of the St. Joseph community with residence in Jersey City.

★ MSGR. JOHN M. BRADY, pastor of Holy Family Church, Mitchell, S. Dak., observed the golden jubilee of his ordination on May 11. Msgr. Brady was a chaplain for American troops in France during World War I.

(Continued on page 87)

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## New Books of Value to Teachers

### Je Sais Lire

By Mother Raymond de Jesus, F.S.E. Paper, V, 96, T-65, pp. Allyn & Bacon, Inc., Boston 11, Mass., 1959.

A workbook addition to the *Holy Ghost Series* for elementary school French programs. The text is simple and progresses at an even speed for young children. At no time does the text attempt to surpass the comprehension of students or take their knowledge for granted. The teacher's aid section is complete and extensive (65 pages). It includes pronunciation guides, exercises, introductions, reviews, and other important data to form a most helpful guide to teaching French in the grade school. The workbook bears an imprimatur.

### Readings in Economics

By Richard E. Mulcahy, S.J. Paper, 356 pp., \$2.25. Newman Press, Westminster, Md.

This book which is a part of the Newman College Readings Series, includes materials taken mostly from contemporary literature. The topics include: (1) economy and its goal; (2) people and their institutions; (3) the market and markets; (4) income distribution; (5) economic systems. The book represents the winnowings of some 20,000 articles reviewed by the editor and his associate readers.

### Dictionary of the New Latin Psalter of Pope Pius XII

By Rev. William J. Konus. Cloth, 132 pp., \$2.75. The Newman Press, Westminster, Md.

This little book includes the entire vocabulary of the new Latin Psalter which forms the basis of the Office recited daily by priests of the Roman Rite. An index of proper names is included. The work is a splendid convenience to all priests and nuns who have any reason to make use of the Latin Office.

### Industrial Arts for Grades K-6

By Carl Gerbract & Robert J. Babcock. Cloth, VIII, 160 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

This is a book for students in training for elementary teaching and for teachers in service and principals who need help in planning elementary school work in industrial arts. It gives a brief history of the industrial arts movement in American schools, suggestions on planning and equipping classrooms for this work, some fundamental processes in wood-working, and various suggestions for successful work.

### Parochial School: A Sociological Study

By Joseph H. Fichter, S.J. Cloth, 494 pp., \$6. University of Notre Dame Press, Notre Dame, Ind., 1958.

Considering the many educated and non-educated guesses about the effectiveness and other characteristics of the parochial school, this scientific sociological study comes as a beaming searchlight to expose the true from the false.

St. Luke's parochial school is examined from numerous points of view in a systematic manner and the facts discovered are lined up side by side with those from a control group, the William Howard Taft Public School. St. Luke's enrolled 632 children from 377 families—35 per cent of the families and 45 per cent of the parish population.

By means of interviews, statistical tabulations, autobiographies of students, and observation of classes, Father Fichter and his research team gathered the facts and developed the interpretations for this pioneer study which will serve as a model for similar studies for many years to come.

In Part I, Patterns of Socialization, the different groupings are examined, the influence of religion shown, and the social attitudes and standards, social conformity and conduct explored.

Structures of Group Action, Part II, describes and interprets the youth movements, organized sports, cliques and clubs, and mingling of the sexes in the parochial school.

Agencies of Control, examined in Part III, include the teachers, the parents, the parents and teachers working together, and the financing of the school.

In Part IV, Social Correlates of the Parochial School, the author presents chapters on religion and public school children, problems of elementary education, and the interrelationships of school, parish, and community.

In general, the study found support for many of the things Catholics like to believe about the parochial school—the co-operative attitude of all involved, the influence of religion, the lack of delinquency, and many others.

But the public school used as a control group showed greater contact between teachers and students, and a better organized PTA, to mention just two items.

One of the fine features of an excellent volume is the fact that each chapter ends with a series of generalizations summarizing the main findings and interpretations.

In an effort to discover "how typical is St. Luke's?" a comparison is made in the Appendix with findings from 433 parochial schools in 29 states with a combined enrollment of 245,292 students. While St. Luke's naturally differs in certain particulars, the comparison is striking and a pattern emerges which indicates that many of the findings are of general application.

This volume is of course a "must" for all superintendents and principals throughout the land who will be in a position to study their own systems and schools to determine whether the greatest needs felt at St. Luke's—smaller classes, more classrooms, more teachers, and better understanding between parents and teachers—apply to the schools under their jurisdictions.—Gerald J. Schnepp, S.M., Ph.D., St. Mary's University, San Antonio 1, Texas.

### The Two Germanies

Edited by Grant S. McClellan. Cloth, 184 pp., \$2.50. The H. W. Wilson Co., New York 52, N. Y.

This book includes articles, speeches, and other materials of contemporary origin and presents a rather well balanced insight into the present status of the East and West German Republics and their relation to the United States. Useful for high school and college reading in classes on international relations, politics, and economics.

### The Faith Explained

By Rev. Leo J. Trese. Cloth, XII, 564 pp., \$5.95. Fides Publishers, Chicago 19, Ill.

Father Trese needs no introduction, especially to priests and others interested in religious instruction. This is a readable down-to-earth commentary on the Baltimore Catechism Number 3. The lesson plan of the catechism has been followed, resulting in thirty-nine essays to include the whole content of Catholic Doctrine.

Designed as a reference book for schools, libraries, convert inquiry classes; yes, and the

home, too. At the request of the Confraternity of Christian Doctrine, Father Trese wrote six discussion club texts on the Baltimore Catechism Number 3 for its adult discussion club programs. Now, without the discussion club aids, these booklets appear together in a bound volume.—William P. Straub.

### Everyday Meteorology

By A. Austin Miller and M. Parry. Cloth, 270 pp., \$7.50. Philosophical Library, Inc., New York, N. Y.

This book while not a manual of weather observing, offers advice to the amateur observer and is designed to help the reader understand the daily weather forecast and to appreciate the difficulties facing the forecaster. The emphasis is on the weather we experience, and the approach gives prominence to the "air masses" and the fronts between them. The individual who has become weather conscious because of the daily television and radio broadcasts which now are so popular, will thoroughly enjoy this book.

### Mexico: Land of Mary's Wonders

By Rev. Joseph L. Cassidy. Cloth, XVIII, 192 pp., illus., \$4. St. Anthony Guild Press, Paterson, N. J., 1958.

This beautifully printed book gives the history of 28 of the many outstanding images of Our Lady which are venerated in Mexico, ten of which have been pontifically crowned. There is an excellent picture of each of the 28 images described—all are dressed in gorgeous clothing according to the Latin custom.

These sketches are of absorbing interest, attesting to the solicitude of Nuestra Señora for her devoted children of Mexico.

### Personal Typewriting

By S. J. Wanous. Paper, 229 pp., South-Western Publishing Co., Cincinnati 27, Ohio.

The work offered in this book is intended to develop skills which may be used in a wide variety of life situations. It is not planned to prepare stenographers, although any bright girl can use it for that purpose. It is rather addressed to students, prospective journalists, authors, professional people, housewives, and even business executives. The lessons and drills are quite flexible and fully motivated for the wide group to which the course is addressed. The earnest pupil who uses this book will find much encouragement to progress to a rather satisfying point in speed and accuracy.

### It's Your Education

By Brother Philip Harris, O.S.F., Rev. William J. McMahon, M.S., and James J. Cribbin. Ph.D. Paper, 337 pp., Harcourt, Brace & Co., New York 17, N. Y.

This book is intended to provide high school students with factual material which will enable them to understand the purposes of high school work. It is in reality a carefully balanced program of guidance and is intended to provide material for vocational as well as educational and social growth.

### Learning and Using Words

By James A. and Patricia G. Fitzgerald. Cloth, 175 pp., \$2.40, 25 per cent discount to schools. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

Here is a practical textbook for remedial spelling in the high school or for individuals who wish to improve their spelling.

The authors have chosen the words from various recognized lists of difficult words and common words frequently misspelled. They have arranged them into lessons based on the plans of study used in their series of elementary spellers. Rules for spelling, for forming plurals, etc., are applied.



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## Catholic Education News

(Continued from page 83)

★ REV. BYRON JOSEPH KRIEGER, C.Ss.R., celebrated his golden jubilee as a priest on May 3. Father Krieger is the author of a book (published in 1922) describing the 75 years of the Redemptorists in New Orleans.

★ REV. GERALD ROONEY, C.P., an associate editor of *The Sign*, celebrated the 25th anniversary of his ordination on April 28. Father Rooney is the author of two books, the most recent of which is *Mystery of Calvary*. He is vice-president of the National Catholic Social Action Conference.

★ REV. ROBERT J. STAHL, S.M., Mus.M., vice rector of Notre Dame Seminary, New Orleans, observed his silver jubilee as a priest on May 11. Father Stahl was the organizer and director of choirs for the Eighth National Eucharistic Congress, held in New Orleans in 1938, and personally conducted a chorus of 35,000 children singing at an outdoor pontifical Mass. Two of his 11 published musical compositions are *Masses—Missa Simplex* and *Mass in Honor of St. Peter Chanel*. Father Stahl is a board member of the Society of St. Gregory and the Gregorian Institute of America.

★ REV. RAINER J. DECLERK, a member of the faculty of St. John's Home Missions Seminary, Little Rock, Ark., celebrated his silver jubilee on May 3. He has been stationed at the seminary since 1938 as a teacher of philosophy and Sacred Scripture.

### HONORS AND APPOINTMENTS

#### Newman Alumni Chaplain

REV. WILLIAM J. DALY, Seton Hall Preparatory School, South Orange, N. J., has been appointed as chaplain for the National Newman Alumni Association, an affiliate of the National Newman Club Federation. Father Daly is also chaplain of the Newman Club Alumni of New Jersey and of the New Jersey Province of Newman Clubs. He is a member of the John Henry Cardinal Newman Honorary Society, a national group composed of those who have made a significant contribution to the Newman movement.

#### Priest Named to NAMSC

REV. JOHN R. ROACH, director of St. Thomas Military Academy, St. Paul, Minn., was recently elected secretary-treasurer of the National Association of Military Schools and Colleges. Father Roach is the only priest and the first representative of a Catholic school to be elected to a national office in the organization. The organization lists 42 institutions as members, including three Catholic schools. The three are: St. Thomas; La Salle Military Institute, Long Island, N. Y.; and Marmion Academy, Aurora, Ill.

#### Church History Contest Winner

RICHARD K. MACMASTER, S.J., of Loyola Seminary, Shrub Oak, N. Y., is the first place winner in the U. S. Church history contest sponsored by *St. Meinrad Essays*, published by the Benedictine operated St. Meinrad Seminary, Indiana. Father MacMaster's entry was entitled *Father Benedict Fenwick, S.J., and the end of the Charleston Schism (1818-1820)*.

#### CU Professor Honored

A citation for outstanding service and a life membership in the Catholic Library Association has been presented to REV. JAMES J.

KORTENDICK, S.S. Father Kortendick, director of the library science department at Catholic University, received the honor from the Catholic Library Association at the 35th annual convention held recently in Chicago.

#### Catholic Writers Award

The 1958 "Golden Book Award" of the Catholic Writers' Guild of America has been presented to REV. VINCENT J. HOLDEN, C.S.P. Father Holden was honored for his book, *The Yankee Paul*, a biography of Father Isaac Hecker, published by the Bruce Publishing Company, Milwaukee.

#### Canisius College Honors Senator

SENATOR EUGENE J. MCCARTHY of Minnesota was presented with the Peter Canisius Medal of the alumni association of Canisius College, Buffalo, on May 3. The medal is

awarded for "personal integrity, unquestioned patriotism, and unique contribution toward the enlightenment of our American people."

#### Christian Wisdom Award

REV. MARTIN C. D'ARCY, S.J., British author and philosopher, was honored recently with the second annual Christian Wisdom Award by Loyola University, Chicago. Father D'Arcy was master of Campion Hall, a college of Oxford University, from 1933 to 1945. He is the author of *The Mind and Heart of Love*, *Communism and Christianity*, and the forthcoming *The Meaning and Matter of History: A Christian View*.

#### Hunter College President Cited

DR. GEORGE N. SHUSTER, president of Hunter College, N.Y.C., was recently honored with

(Continued on page 88)

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## Catholic Education News

(Continued from page 87)

the Insignis medal of Fordham University. Dr. Shuster, president at Hunter since 1940, will retire in 1960. He is a noted Catholic educator and author, he was for 12 years managing editor of *Commonweal*, a Catholic journal of opinion.

### De Paul Dean Wins Music Citation

DR. ARTHUR C. BECKER, dean of De Paul University's school of music, was awarded the annual citation of the National Catholic Music Education Association. Dr. Becker helped to develop De Paul's school of music and has

been its dean since it was founded. He is the composer of many musical works including "Ave Maria," for mixed voices; "Sing Noel," for mixed voices; a Mass; many classical pieces and several monographs on Church music and aesthetics.

### Rare Architectural Honor

BROTHER CAJETAN BAUMANN, O.F.M., of St. Bonaventure University, N. Y., has been elected to the rank of Fellow in American Institute of Architects for his notable achievement in architectural design. He had designed a number of buildings, including the Seminary of Christ the King at St. Bonaventure University, St. Leonard of Port Maurice College, Dayton, and a library and classroom building at Rosary Hill College, Buffalo.

## REQUIESCANT IN PACE

● REV. JOHN P. DELANY, chairman of the physics department at Loyola College, Baltimore, died on April 10 at the age of 64. He previously taught at Boston College, St. Joseph's College, Philadelphia, and Canisius College, Buffalo. Father Delaney was the author of many articles, chiefly seismography. Father Delaney was president, in 1956, of the Eastern Section of the American Association of Scientists and a member of many other science organizations. During both World Wars he served as a military instructor in physics.

● AUXILIARY BISHOP JOSEPH P. DONAHUE of the Archdiocese of New York died on April 26 at the age of 88. Bishop Donahue was ordained in 1895 and was consecrated as an auxiliary bishop on March 19, 1945. He was a director of the Priests' Eucharistic League.

● REV. ELIAS M. KELLY, C.S.V., a member of the Chicago Province of the Clerics of St. Viator, died on April 5 at Washington, D. C. He was 68. Father Kelly was dean of men, director of athletics, and treasurer at St. Viator College, Chicago. From 1939 to 1949 he was director of scholastics for his order.

● VERY REV. SAMUEL KNOX WILSON, S.J., president of Loyola University from 1933 to 1942, died on April 2 at West Baden College, Ind. He was an executive member of the North Central Association of Colleges and Secondary Schools. Father Wilson was the author of *American History*, a textbook; and he was an assistant editor of the Jesuit quarterly *Thought*. He was also a contributor to journals including *Mid-America* and the *American Catholic Historical Review*.

● REV. THOMAS L. MATTHEWS, S.J., died in New York City on April 10 at the age of 62. Father Matthews was a teacher at Xavier High School, New York City, from 1940 until his recent death.

● REV. JOHN J. CLOONAN, former president of St. John's University, Brooklyn, died at Allentown, Pa., on April 16. He was 75 years old. Since 1945, Father Cloonan had been on the faculty of Mary Immaculate Seminary, Northampton, Pa.

● SISTER M. DOMINICA, P.B.V.M., 92, died in April at Fitchburg, Mass. Sister M. Dominica was one of America's oldest nuns, she had been a member of her congregation for 70 years.

● SISTER M. PANCRATIUS, first superior of St. Joseph's Convent, Norwich, Conn., died on April 6 in Philadelphia. She had been a member of the Sisters of the Holy Family of Nazareth for 63 years.

● REV. FRANCIS P. DONNELLY, S.J., died at St. Andrew-on-the-Hudson, N. Y., on April 18. He was 90 years of age. Father Donnelly was a teacher in Jesuit schools for 55 years. He also served as an assistant editor of the *Messenger of the Sacred Heart* magazine.

● REV. DANIEL COYNE, professor at Loras College, Dubuque, Iowa, died on April 20. Father Coyne, in addition to teaching duties, also was athletic director at the college.

● REV. WILLIAM J. GRACE, S.J., founder of an inquiry forum responsible for nearly 2000 converts, died on April 18 in Milwaukee. He was 77 years of age. His book, *The Catholic Church and You*, contains his forum lec-

(Continued on page 90)

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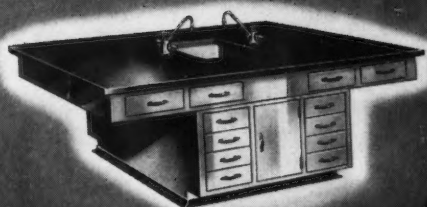
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Monroe-Approved chairs in attractive range of styles, sizes at direct prices. Excel in comfort, durability and ease of handling.



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Any room set up or cleared in a jiffy. One man can do it. For both moving and storing. Model TSS shown.



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Panels in tubular steel frames, on swivel glides or casters. Idle space converted to useful areas. Also chalkboard finished, with cork tack boards as shown.



MONROE No. 3 Deluxe 30x96 in., 30 in. high

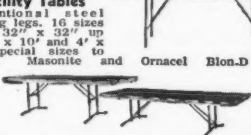
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## Catholic Education News

(Continued from page 88)

tures. Father Grace was president of Creighton University, Omaha, from 1925-28 and dean of the Marquette University college of liberal arts from 1928-38.

● **REV. FREDERICK J. GREWEN, S.J.**, spiritual director for the Jesuit community at Auriesville, N. Y., died in April at the age of 86. Father Grewen was a professor at the College of St. Francis Xavier, New York City, and later engaged in parish work in the eastern states.

● **REV. RICHARD D. MURPHY, C.S.C.**, director of admissions for the University of Notre Dame, died on April 18 at the age of 52. He formerly taught at Portland University, Oregon, and St. Edward's University, Austin, Tex.

● **REV. JOHN C. SMYTH**, former Vicar General of the Paulist Fathers, died on April 20 at New York City. He was a professor of dogmatic theology at the Paulist Major Seminary, Washington, D. C., from 1914 to 1920. He was the first director of radio station WLWL, the first American Catholic station. Father Smyth also served on the faculty of the Preacher's Institute at the Catholic University of America, during which time he was a featured orator on the national program, The Catholic Hour.

● **REV. BENIGNUS GALLAGHER, T.O.R.**, 73, founder of Trinity College Minor Seminary, Sioux City, Iowa, died recently at Altoona, Pa. Father Gallagher was also founder of the *New Guide*, former official diocesan paper of the Altoona diocese.

● **MISS HANNAH WALSH**, principal in the New York school system and an active Catholic laywoman, died on April 20. Miss Walsh was a pioneer member of Casita Maria and a former president of the Catholic Teachers Association of New York.

● **REV. LESTER W. SEEMANN**, professor of education and religion at St. Norbert's College, West De Pere, Wis., died on April 27 at the age of 58. Father Seemann was a former editor of the La Crosse, Wis., diocesan newspaper, *Register*.

● **MRS. JOSEPH KENEDY**, last of the incorporators of the National Circle, Daughters of Isabella, died recently at New Haven, Conn. The organization today has 110,000 members in 30 states, Canada, and the Philippines.

● **VERY REV. THOMAS F. CONLON, O.P., P.G.**, former National Director of the Holy Name Society, died on April 22 at New Haven, Conn. In recognition for his work with the society, Pope Pius XI bestowed upon him the *Cross Pro Ecclesia et Pontifice*, and the Dominican Order honored him with the titles of Preacher General and Very Reverend.

● **SISTER BENEDICTA OE**, a pioneer member of the Sisters of Social Service, died on April 26 at Los Angeles. Sister Benedicta was the organizer of many programs for religious instruction and family service in Kansas City, Mo., Los Angeles, Sacramento, and Oakland, Calif.

(Continued on page 91)

## Girl Student UNIFORMS

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## Catholic Education News

(Continued from page 90)

### SUMMER EVENTS

JUNE 22-JULY 31. Summer Theology School for Women. Write: Registrar, School of Sacred Theology, St. Mary's College, Notre Dame, Ind.

JUNE 29-JULY 24. Workshops and institutes in guidance, American studies, creative writing, theology, arithmetic, reading, and science. Write: Director of Admissions, Loretto Heights College, Loretto, Colo.

JUNE 29. Traditional courses in Church music, music education, history, theory, instrument, liturgy, choir technique, choral conducting, European cultural history, and band clinic. Write: Mother Josephine Morgan, Director, Pius X School of Liturgical Music, Manhattanville College, Purchase, N. Y.

JULY 13-24. Workshop for elementary and secondary school administrators. Write: Sister M. Josephina, C.S.J., School of Education, Boston College, Chestnut Hill 67, Mass.

JULY 31-AUG. 7. World Confederation of Organizations of the Teaching Profession, Washington, D. C.

AUG. 23-28. National Conference of Professors of Educational Administration, University of Buffalo, N. Y.

### SCHOLARSHIPS AND CONTESTS

Approximately 900 Fulbright scholarships for graduate study or pre-doctoral research in 27 countries are available for the 1960-61 academic year. Information may be obtained from the Information and Counseling Div., Institute of International Education, 1 E. 67th St., New York 21, N. Y.

The Young Stylemaker Contest, sponsored by Singer Sewing Machine Co., New York 6, N. Y., offers exciting prizes to the winners. Girls ages 10 through 21 are eligible for entry in three divisions: Sub-Teen, Teen, or Senior. Registrations are accepted through August 1, entry blanks are available from local Singer Sewing Centers.

### MIDWEST NCEA MEETS

The Midwest Regional Unit of the secondary school department of the National Catholic Educational Association held its 21st annual meeting at the Palmer House, Chicago, Ill., on April 21, 1959. Rev. Joseph A. Coyne, O.S.A., of St. Rita High School, Chicago, the retiring chairman of the Unit, was in general charge of local arrangements and presided at the principal meetings. Members of the planning committee were: Brother Julius J. Kreshel, S.M., Chaminade Academy, St. Louis; Sister Francis Borgia, O.S.F., Alvernia High School, Chicago; Rev. David Murphy, O.Carm., Mt. Carmel High School, Chicago; Sister M. Xavier, O.P., Trinity High School, River Forest, Ill.; Sister M. Patrice, O.S.F., Catholic School Board, Milwaukee, Wis.; Rev. Edward Duggan, Catholic School Board, Chicago; Dr. Urban Fleege, De Paul University, Chicago; Sister M. Aquinata, O.P., Trinity High School, River Forest, Ill.; Sister Felicitas, O.S.F., Ss. Peter and Paul High School, Chicago; Sister M. Marcina, R.S.M., Mercy High School, Chicago; and Rev. Joseph Battaglia, O.S.B., Marmion Military Academy, Aurora, Ill.

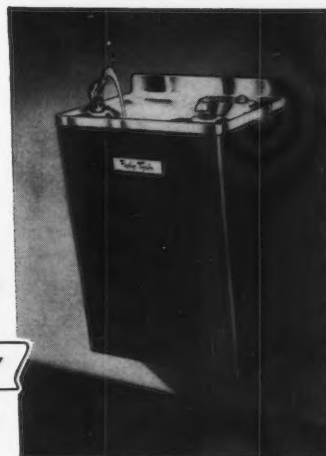
After the singing of the National Anthem by St. Rita Glee Club, Father Coyne introduced the speakers at the first session: Rev. Leo R. Ward, C.S.C., professor of philosophy at the University of Notre Dame and Rev.

(Continued on page 92)

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... the revolutionary new cooler that is mounted on the wall, off the floor



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## Catholic Education News

(Continued from page 91)

Benedict Ashley, O.P., of the Dominican House of Studies at River Forest, Ill. They discussed the Art of Learning and Communication and Teaching the Liberal Arts in the Catholic High School.

Dr. Urban Fleege, chairman of the department of education at De Paul University, was moderator of a discussion on Current Problems in Catholic High Schools. The following speakers were assigned for five-minute talks: Sister M. Alcuin, O.S.F., supervisor of reading for the Archdiocese of Chicago, "Retarded Readers"; Rev. Rudolph Knoepfle, S.J., St. Ignatius High School, Chicago, "Guid-

ance"; Sister Jane Marie, O.P., Adrian Dominican High School, "Comprehensive High School"; Sister M. Julietta, O.S.F., director of the reading clinic at Cardinal Stritch College, Milwaukee, "The Slow Learner"; Rev. Gerald Sheehan, S.J., St. Louis University High School, "Advanced Placement"; Rev. Robt. Verstynen, O.S.A., Mendel Catholic High School, Chicago, "Testing"; Rev. Thomas Munster, C.M., De Paul Academy, Chicago, "Administration"; and Brother Thomas Moore, C.F.X., St. Xavier High School, Louisville, "Gifted Student."

Rev. John O'Connell, O.P., presided at an administrators' meeting at which Brother Leo V. Ryan, C.S.V., assistant dean of the college of business administration of Marquette University, led a discussion of Modern Business Methods Applied to the Catholic High School.

Rev. Arno Gustin, O.S.B., presided at the

luncheon meeting. The speaker was Mr. Peter Muirhead, who alerted the audience to the implications of the Federal Defense Education Act for high school counselors.

In the afternoon, Rev. Edward V. Stanford, O.S.A., of Archbishop Carroll High School, College of Mt. St. Joseph-on-the-Ohio, has a Marriage Preparation Course"; and Sister M. St. Beatrice, B.V.M., of St. Mary's High School, Chicago, demonstrated "Audio-Visual Aids for Teaching the Life of Christ."

### SIGNIFICANT BITS OF NEWS

#### Workshops for Pastors

The first two of the Sixth Annual Pastor's Workshops will be held at St. John's University, Collegeville, Minn., on July 20-24 and July 27-31. The workshops will be for clergymen of all faiths and will deal with the pastoral problems of mental illness. The third set for August 3-7 is reserved for major superiors and church executives who hold positions of authority in the training and administration of priests, ministers, and rabbis. The workshops are supported by a Hamm Foundation (Theo. Hamm Brewing Co., St. Paul, Minn.) grant and planned by an inter-faith board headed by Dr. David Boyd of the Mayo clinic psychiatry section.

#### College President Asks Aid From Business

On April 11, The Radio, TV, Appliance and Housewares Industry conducted its second annual \$100 per plate benefit dinner-dance at the Waldorf-Astoria Hotel in New York City for the benefit of the \$6,500,000 development fund of Iona College (New Rochelle, N. Y.).



Brother Wm. H. Barnes of the Irish Christian Brothers, President of Iona College, New Rochelle, N. Y.

Brother William H. Barnes, of the Irish Christian Brothers who operate Iona College, gave a brief address at the dinner. He voiced his appreciation and that of his colleagues to the managers of the industry which is making this distinctive contribution to the cause of private higher education and urged that the example be followed by business and industry in general. "Without such help," he said, "institutions like Iona could not exist; certainly they could not grow and prosper in the manner of Iona. Iona started in 1940 with a student body of 94 and now has an enrollment of some 2000 . . . of more than 2400 applicants last September, it could accept only 420."

(Continued on page 94)

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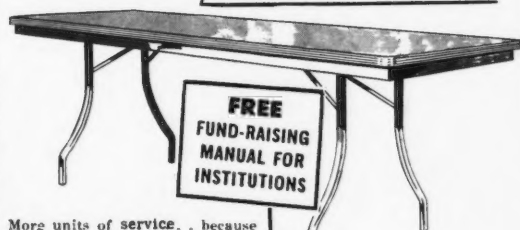


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- Pamphlet GS6 General Science
- Pamphlet B8R2 Biology
- Pamphlet HSC-7 Chemistry
- Pamphlet P-12 (54 pgs.) Physics
- Pamphlet DMW Physics Workbook Experiments
- Pamphlet DMB Demonstration of Physical Laws

Write today listing pamphlets desired.

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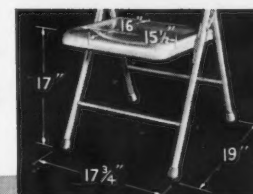
## **DURABILITY...**

Man-handle this chair all you like. Rack it — bang it — jump on it! You've never tested one sturdier, more durable, or one so ready to withstand most any abuse you give it. Strong, tubular steel frames reinforced at seat pivot points, tubular leg braces, carbon steel pivot rods and frame strengtheners, and extra large hinge rivets are structural features that assure you the strongest, most durable folding chair ever!



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Here's full size seating comfort that requires relative small floor area. Adding to comfort, the form-fitting backrest is a full 8½" deep!



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Series 100 Chairs are wall savers, too. When open, backrests do not touch wall to mar or scuff it. Chairs are handsomely finished with durable synthetic urea baked-on enamel in a choice of Beige, Mist Green, Carib Blue or Azure Grey.

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Complete range of trucks for horizontal or vertical storage of chairs and tables. Demountable ends — Regular and under-stage models.



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## **New! TABLET ARM CHAIR**

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## Catholic Education News

(Continued from page 92)

### School List Published

The names and complete mailing addresses of U. S. Catholic high schools are available in a booklet published by the Department of Education, National Catholic Welfare Conference. Entitled *A Listing of Catholic Secondary Schools in U. S. A.*, the booklet can be obtained from the department at 1312 Massachusetts Ave., N.W., Washington 5, D. C. The cost is \$1.

### International Candles for Pope

A gift of candles made from beeswax collected especially from 68 countries in all parts of the world has been presented to Pope John XXIII by Bishop Walter A. Foery of Syracuse, N. Y. The candles, decorated in gold and bearing the Pope's coat-of-arms, were designed to signify the universality of the Church.

### Danish Lutherans Restore Liturgy

Two prayers of the first part of the Mass have been restored to the Communion Service of the Lutheran Church of Our Lady, Copenhagen, Denmark. The prayers—the Kyrie Eleison and the Gloria—were never outlawed by Danish Lutherans, but after the Reformation their use was gradually abandoned. Restoration of the hymns is seen as part of a general trend toward a more Catholic form of worship among Danish Lutherans.

### Prayer Controversies in Public Schools

The fourth stanza of *America* has replaced the Our Father as the recital to open public school classes in Lawrence, N. Y. Discontinuation of the prayer was said, by certain Jewish groups, to be effected because it violated "the principle of separation of church and state and the religious sensibilities of a large portion of the community."

At Durham, N. H., the school board has decided that, despite a resident's complaints, public schools can continue to exercise the option of opening sessions by reading a Bible passage and reciting the Lord's prayer. The decision came after a discussion between board members and Catholic and Protestant clergymen.

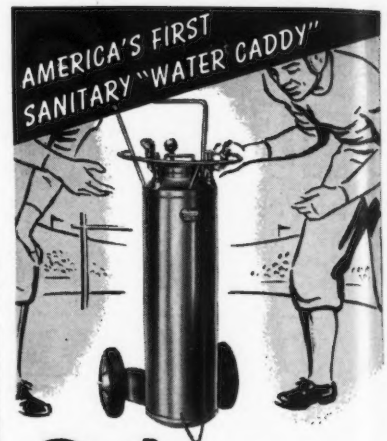
### In God We Trust

Courtrooms in New York state will soon display plaques with the inscription: "In God We Trust." A directive by the Judicial Conference in New York City stipulated that the motto be displayed in each courthouse. The order culminated a three-year campaign launched by Associate Justice James B. M. McNally, after Congress adopted the words as the national motto on April 16, 1956.

### Parish Abandons Scout Program

A Catholic Boy Scout troop, under the direction of Rev. Frank J. Howard of Annunciation Parish, Havelock, N. C., has withdrawn from activities of a regional Boy Scouts of America council because it operates on a segregated basis. The group withdrew after parish officials were informed that a Negro boy in the troop was not welcome at a precamporee test outing. In relinquishing the parish scout charter, Father Howard wrote the regional council that: "If we had known that you were set up on a segregated basis, we would never have sponsored a troop in the first place."

(Concluded on page 95)



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## Catholic Education News

(Concluded from page 94)

### CRS Official Resigns

MSGR. ALOYSIUS J. WYCISLO has relinquished the post of assistant executive director of Catholic Relief Services, National Catholic Welfare Conference, and has been named pastor of Immaculate Heart of Mary Parish in Chicago. As field director for CRS-NCWC, Msgr. Wycislo established 262 welfare centers in 23 countries in Europe and the Near East. He initiated the immigration program for displaced persons in Germany and Austria, and became director of the National Catholic Resettlement Council established throughout the U. S. to assist the displaced persons in becoming acquainted with the American way of life. As the result of his work, Msgr. Wycislo has been decorated by a number of foreign governments. He is a Knight of Malta and also a Knight of the Holy Sepulchre.

### RELIGIOUS ORDERS

#### Society of the Precious Blood Meets

VERY REV. JOHN E. BYRNE, Cincinnati, has been elected provincial of the American Province of the Society of the Precious Blood. He succeeds VERY REV. SERAPHIM W. OBERHAUSER. The chapter also elected a new four-man provincial's council. Those elected to the council are: REV. ISIDORE A. MCCARTHY, Falls Church, Va.; VERY REV. RAPHAEL H. GROSS, president of St. Joseph's College, Collegeville, Ind.; REV. HAROLD V. DILLER, provincial headquarters, Dayton; and REV. NORBERT SWEET-ERMANN, Sanborn, Wis. The meeting, held in April at St. Joseph's College, was attended by 284 priests of the Society. The American Province includes approximately 430 priests in the U. S. and in the Society's vicariate in Chile.

#### Sisters of Charity Elect Superiors

SISTER MARIA CORONA, S.C., dean of the College of Mt. St. Joseph-on-the-Ohio, has been appointed as president of the college. She has been on the faculty of the college for more than 40 years, 26 years of which she served as dean.

MOTHER M. OMER DOWNING, S.C., who has been superior of an orphanage in Rome, was named mother general of the Sisters of Charity. She succeeds MOTHER M. ROMANA.

#### Convent for Handicapped Opens

The first foundation, in this country, of a Sisterhood which accepts infirm, crippled, or well candidates has been opened by six Sisters of the Lamb of God. Their headquarters are at Our Lady of Hope Convent, Owensboro, Ky. The society was organized 12 years ago in France by Jesuit Father Rene de la Chevasserie; MOTHER MARIE JEANNE is the superior general. The new order follows the Spiritual Exercises of St. Ignatius Loyola. Members include the blind, polio-stricken, cerebral-palsied, arthritic, and some with incurable diseases.

#### New Seminary for Mission Society

The new Missionary Society of St. James the Apostle will begin to accept seminarians in the fall of 1959, according to a recent announcement. The seminary is located in Boston. St. James missionaries are now attending a Maryknoll language school in Bolivia, where they have taken on a 3-year course in Spanish and Quechua to be completed soon.

Quechua is the language of 300,000 Indians, descendants of the Incas, among whom the priests will work in their Andes parishes.

#### First Seminary Notes Jubilee

America's first mission seminary, St. Mary's Mission House, conducted by the Divine Word Missionaries at Techny, Ill., marked its golden jubilee on April 26. The seminary has 350 students; 520 men are in minor seminaries. Since 1909, four mission bishops and more than 500 missionaries have received their crosses at St. Mary's and traveled to every corner of the globe.

#### Presentation Sisters Re-elect

MOST REV. MOTHER ST. JEANNE D'ARC has been re-elected superior general of the Sisters of the Presentation of Mary. The general house is at Bourg St. Andeole, France.

#### Procurator Provincial, S.M.

SISTER M. VERONA, R.S.M., a member of the faculty of Mt. St. Mary's, Fall River, R. I., has been named procurator provincial of the Sisters of Mercy. She succeeds the late SISTER M. ADMIRABILIS.

#### Oblate Founder Beatified

POPE JOHN XXIII has venerated the Italian nun who founded the Congregation of the Oblates of the Holy Ghost, BLESSED MOTHER ELENA GUERRA (1835-1914). This was the first beatification in the pontificate of Pope John.

#### Xaverian General Re-elected

VERY REV. BROTHER OSWALD, C.F.X., was elected superior general of the Xaverian Brothers for a second term of six years. The election took place at a general chapter held in Rome during April.

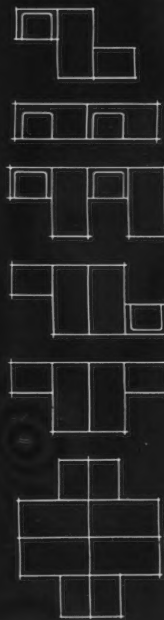


## The NEW WAY to TEACH 5 Classes in 1 Room!



### PROFESSION-L BUSINESS PRACTICE FURNITURE

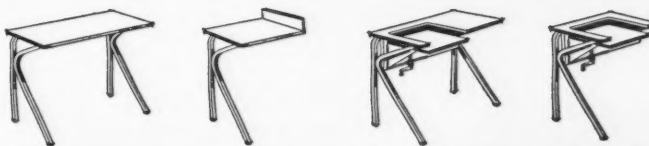
Lets You Custom-Design an  
Endless Number of Units,  
Adaptable to any Space.



### TYPING • SHORTHAND • BOOKKEEPING MACHINE PRACTICE • GENERAL BUSINESS

New functionally styled Cramer Profession-L school desks are the answer to the commercial teacher's prayer. You can teach all business courses in the same classroom. Typewriter units are specially constructed to completely eliminate machine movement and vibration. Profession-L Desks let you seat more students comfortably, efficiently . . . with greater work area, at lower cost.

Use them with Cramer Student Posture Chairs that encourage correct posture habits, lessen fatigue. 3-way adjustment for seat height, back height, seat depth. Formed, natural plywood seat.



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"BUSINESS PRACTICE" FURNITURE

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Scale Model Layout Sheets and  
Templates are available on request



# NEW SUPPLIES AND EQUIPMENT

## FIRE-STOPPING PAINT

A revolutionary new flame-retardant paint, rated two to four times more effective than similar coatings, is now on the market. It is called "Saf," a trademark for "Stops all fires." Manufactured by Baltimore Paint and Chemical Corp., and marketed nationally by Alum Corp., of New York City, this paint has undergone vigorous testing by Underwriters Laboratory. It has a flame-spread rating of 10 for two coats, and 15 for one coat. (The



Two wooden army barracks were fired simultaneously for 30 minutes. The Saf-painted building (left) had only minor damages, while the untreated building (right) was consumed.

lowest possible number is most desirable since the burning building materials often have a UL classification far in excess of 100.) Saf is smokeless, non-flammable, and non-toxic. As soon as a flame touches any surface so painted, the paint swells into a thin film; as the fire gets hotter, the film puffs into a sponge-like insulating layer, resembling foam rubber. This mat not only stops the progress of flames, preventing the burning of surface, it also insulates the surface against the disastrous spread of heat. The new paint will withstand 1700 degrees up to one hour, allowing plenty of time to escape and summon fire-fighting equipment. Its insulating effect prevents heat from reaching steel beams and supports. Saf can be applied by brush, roller, or spray. Available in flat interior or interior gloss in modern decorator colors, it dries to touch in four to six hours.

(For Further Details Circle Index Code 0130)

## TWO-IN-ONE TAPE RECORDER

Language Training Aids, Boyds, Md., announces the Flexi-Corder, two tape recorders in one. An ordinary reel of tape is split electronically. It records both the instructor's

voice and the student's imitation. A unique feature is that the instructor's recording can be heard with both ears, although it is recorded on only half of the tape. Earlier models of binaural recorders play the instructor's part in one ear and the student's in the other ear. Student recordings can be erased, but the instructor's recording remains in tact. Other features of conventional tape recorders — twin loud speaker system, pause button, index counter for easy location of passages — are included in the machine. The stereophonic recorder has a pause button that momentarily stops the tape at the touch of a finger.

(For Further Details Circle Index Code 0131)

## AUDIO-VISUAL STORAGE CABINET

A combination projector stand and slidefilm storage cabinet is a practical portable unit made by Jack C. Coffey Co., North Chicago, Ill. The heavy-gauge steel cabinet at the bottom holds a record rack for group filing of up to 100 records, up to 12 in. size, individually or in albums. There is a drawer which holds 45 films in key-numbered compartments. The cabinet can be locked. The projector stand above the cabinet features an adjustable center shelf. Height is 37 in. on 2 in. casters, but 3 or 4 in. casters are also available. The top has a guard rail covered by scuff-proof, sound-absorbing masonite. The stand and storage cabinet are also available in separate units, in

(For Further Details Circle Index Code 0132)

## POTTERY CLAY NEEDS NO FIRING

A flexible new modeling material, lighter than clay, does not have to be kiln-fired. Doh-mix is available from Climax Industries, Cleveland 2, Ohio. This powder, when mixed with water, is easily kneaded and modeled. Available in three textures, it hardens to an appearance of wood, stone, or pottery. Doh-mix can be thinned to any consistency; it will not crumble when dry. When hard it can be smoothed with sandpaper or steel wool, whittled with a knife or cut with a saw,



## Creative Art Material

etched, or drilled with holes. If desired, Doh-mix pieces can be dried in an oven for two to three hours. Many substances, such as toothpicks, shells, pebbles, fabric, etc., can be pressed into the material to give artistic effects. The manufacturer is preparing a 15-min. film on its uses in schools and colleges.

(For Further Details Circle Index Code 0133)

(Continued on page 98)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

FOR DESIGN, COLOR AND  
RELIGIOUS SIGNIFICANCE

## newbury guild SILENT NIGHT CHRISTMAS CARD COLLECTION again sets the standard



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AMERICA'S LEADING OPEN-END WASHER



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**Washette**  
School Operating Costs  
GO DOWN!

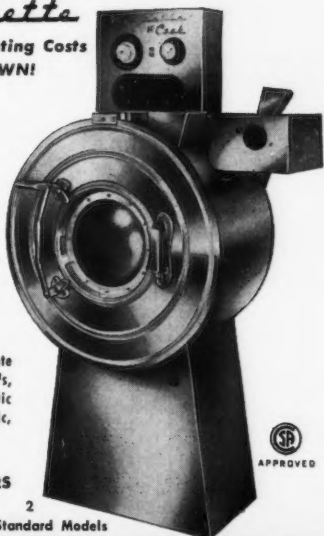
**WASHETTE** ideal for athletic laundry — football, baseball, track, etc.

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the world's finest water color brushes,



are the choice of exacting artists



because they are painstakingly made



from finest pure red sable hair.



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standard  
of IMPORTED quality  
that all can  
afford



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More Hygienic Drying . . .  
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WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC,  
PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

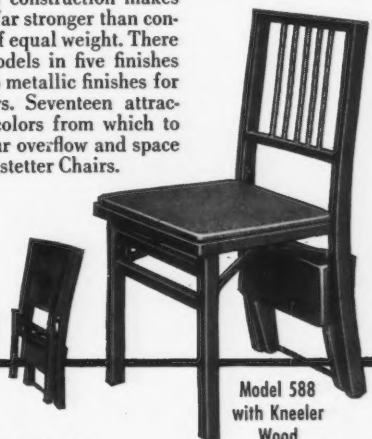
## SOLID KUMFORT Kneeler Chairs, too ...fold flat when not in use

When you have Solid Kumfort Chairs with kneelers, you will be ready to handle any overflow situation. Or you can make multiple use of your space, because Rastetter Chairs *fold flat* and are so easy to move or rearrange. They store compactly when folded.

Upholstered seats are deeply cushioned and engineered to reduce seating fatigue. The famous steel Hinge and Brace construction makes Rastetter Chairs far stronger than conventional chairs of equal weight. There are 21 stylish models in five finishes for wood and two metallic finishes for magnesium chairs. Seventeen attractive leatherette colors from which to choose. Solve your overflow and space problems with Rastetter Chairs.

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Wood

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Please send me samples of your 1959 line  
of Catholic Greeting Cards on approval.

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City..... State.....

CSJ

## New Supplies

(Continued from page 96)

### SPACE-SAVING LAB TABLE

A four-student table from E. H. Sheldon  
Equipment Co., Muskegon, Mich., occupies  
less room space than most laboratory units,



For Four Students

yet offers ample work room for students. The  
work centers can also be used for demon-  
stration purposes. Other classroom science ap-  
paratus from the firm includes wall-mounted,  
revolving cases designed on one side as a  
storage space for materials and with corkboard  
or chalkboard on the other side. Both hori-  
zontal and vertical panel cases, equipped with  
locks, are offered by the manufacturer. Send  
for literature on the entire line.

(For Further Details Circle Index Code 0134)

(Continued on page 99)

## BOYS & GIRLS

Catholic School

# UNIFORMS

JUMPERS, CAPS,  
TIES, BLOUSES,  
JACKETS,  
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EMBLEMS, HATS,  
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**Gets them fast  
Gets them all  
Keeps them off**

Dolge SS WEED-KILLER  
is deadly to any weed it  
hits. After one thorough ap-  
plication of this potent soil-  
sterilant, unwanted plant  
life can't even get started  
through the growing season.  
... Safeguards parking lots,  
terraces, drives, walks, gut-  
ters, sand traps, courts,  
tracks and other areas  
against ruinous growth...

Reduces fire hazard by  
eliminating flammable veg-  
etation close to industrial  
locations. ... Finishes such  
hardy pests as poison ivy,  
wild honeysuckle, bind-  
weed, crabgrass. ... Cuts  
ground maintenance costs  
drastically. ... One gallon  
of SS WEED-KILLER in  
solution treats 1250 square  
feet on the average.

Write for free, up-to-the-minute booklet on  
weed control. See your Dolge Service Man

**DOLGE**  
WESTPORT, CONNECTICUT



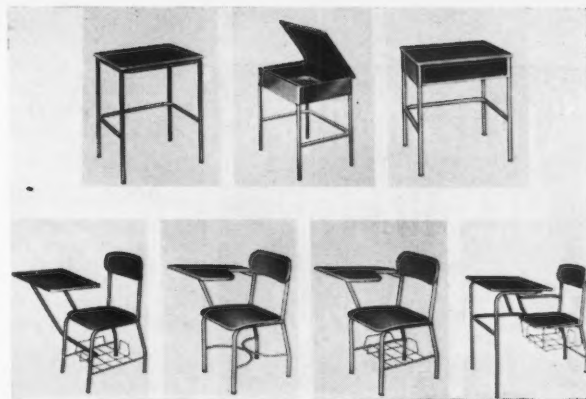
## New Supplies

(Continued from page 98)

### STURDY SCHOOL FURNITURE

A line of dependable school furniture has been introduced by School-quip division of Yard-Man, Inc., Jackson, Mich. The line includes: three styles of chair-desks, two styles of combination units, three styles of desks with one style of chair to match. Each unit comes in a number of sizes to meet the requirements of all classrooms. The lightweight furniture can be easily arranged and adapted to any class or lecture grouping. An exclusive leg design provides both stability and improved balance with rear legs contoured to protect walls from marring by the seat back. The furniture has a heavy tubular steel frame, sprayed with baked enamel. Plywood seats and backs are of Northern hard maple or yellow birch. Desk tops have a plastic surface with birch pattern.

(For Further Details Circle Index Code 0135)



New Line of School Furniture

### SPRAY CLARIFIES GLASS SLIDES

One limitation in projecting handmade, etched-glass lantern slides has been the gray background which cut down the contrast of lines and colors. Now the new Keystone BrilliantVu, made by Keystone View Co., Meadville, Pa., can be sprayed on the slides with the result that background and handwork is completely cleared up. Projection and colors are as brilliant as if the drawing were on clear glass. The coating can be readily removed by a solvent, so that the etched glass can be used and reused many times.

(For Further Details Circle Index Code 0136)

### TWO NEW TYPEWRITERS

Two models of typewriters have been added to the line of office equipment made by R. C. Allen Business Machines, Inc., Grand Rapids, Mich. The "A" Model VisOmatic standard has five new features: an automatic bail which permits instant paper insertion without lifting or lowering the bail, a dual transparent card holder to enable the operator to type any place on a card, space lever, line finder, and ribbon tension control. The fea-



Manual and Electric

tures are automatic visible margin set, balanced line spacing, half-space error correction, and margin justification, finger keyset tab, quick switch platen, and soft-touch key tabs. Model "A" Electrite includes all features of the standard model, plus an electric shift which operates from either side of the machine. Both models come in a choice of seven colors: green, yellow, gray, white, blue, and coral with pearl-white trim.

(For Further Details Circle Index Code 0137)

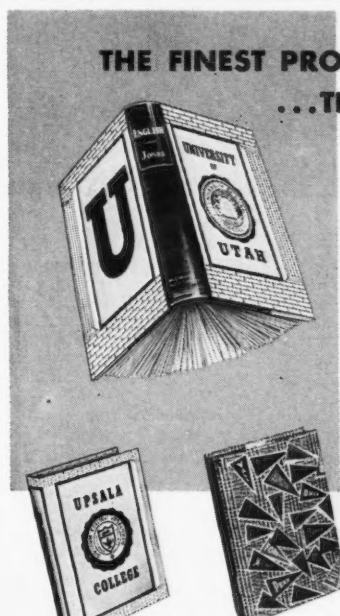
(Continued on page 100)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

### THE FINEST PROTECTION

...THE MOST CONVENIENCE

### PLASTI-THENE™ • TITLE-VIEW™ TEXT BOOK COVERS



REGULAR

PENNANT

*Title-View Textbook Covers with exclusive transparent spine provide quick . . . easy title identification. Durable Plasti-Thene Coating gives moisture-resistant, wear-absorbing protection . . . never cracks—peels—discolors.*

The finest artwork and printing present an attractive 'quality' look that increases school spirit and pride. Your school name and emblem are accurately reproduced in school colors.

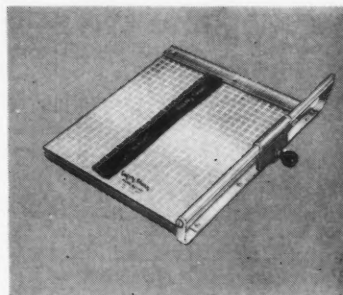
Also available in REGULAR Type (without transparent spine) and Title-View Pennant—a standard pattern of colorful college pennants with no custom printing.

### NEW... SAFETY-SHEAR™ PAPER CUTTER

Safe...even for kindergarten children

*Eliminate the danger of arm-type cutters. The SAFETY-SHEAR is so safe and easy-to-use that even the smallest child can operate it in complete safety.*

One sweep of the shuttle-type handle gives accurate, clean cut. Not a razor blade cutter . . . rotating, self-sharpening, shear-action blade is guarded for user's protection. Optional MAGNETIC PAPER GUIDE assures parallel cut—may be moved to any width or angle.



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plete Information and Prices  
on Our Large Selection of  
School Uniforms.

## GRAUBARD'S

236 HIGH STREET  
NEWARK 2, N. J.

## New Supplies

(Continued from page 99)

### INDOOR EXERCISE UNIT

Physical education equipment designed primarily for small children is available from Fred Medart Products, Inc., St. Louis 18, Mo. The wall-attached Phys-Educator, constructed of steel tubing, is designed like an L-shaped ladder. The horizontal ladder can be used as



#### Folds Against Wall

a suspended climbing pole, climbing rope, trapeze, mechanic belt, and flying rings. Removable chinning bar is height adjustable and can be used when the unit is open or closed. When opened, the play device occupies 2 ft. 9 in. by 8 ft. of space. Closed, it extends only 8 inches from the wall, and the vertical ladder then serves as a stall bar. Available in bright colors and easily installed. It comes with a teacher's booklet suggesting practical exercises.

(For Further Details Circle Index Code 0138)

### A LITTLE YELLOW SCHOOLBUS

International Harvester Co., motor truck div., has introduced a new light-duty school bus for small groups of passengers. The bus can accommodate 12 children or 10 adults, who sit facing each other on two long seats. The bus includes: assist entrance handle, lowered entrance step, door control lever for the driver, and automatic safety signal lights.



#### Seats 12 Children

Other equipment on the coach: emergency door signal lights, defroster fan, fire extinguisher, fire ax, and first aid kit. The bus has optional features such as two- or four-wheel drive chassis, automatic transmission, power steering, and power brakes. Standard sized buses to accommodate from 20 to 72 students are also available from the firm.

(For Further Details Circle Index Code 0139)

(Continued on page 101)

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America  
Washington 17, D. C.

## New Supplies

(Continued from page 100)

### EYE-LEVEL COPYHOLDER

A new copyholder for secretaries, typists, and students is announced by Remington Rand, Div., of Sperry Rand Corp., New York 10. Extending only a few inches above the typewriter, the holder folds over the machine when not in use and fits into the desk for storage. The Foldamatic Copyholder feeds



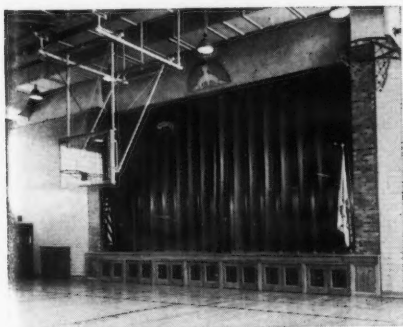
Folds Away When Not Used

and handles single sheets of paper, as well as notebooks, cards, or large accounting statements, at eye level. With the special guideline the typist can see several lines ahead as well as the underscored line being typed. Other features include: positioning scales (pica and elite) for computing margins, grips to prevent steno book or single sheets from slipping, height adjustment bars to position copy at eye level, and Space Selector unit permitting any spacing desired. It is available in either 16- or 25-in. sizes and in six colors—beige, green, lime, sand, gray, or sage. More information can be obtained by writing to the manufacturer.

(For Further Details Circle Index Code 0140)

### FOLDING ROOM DIVIDERS

Folding wall partitions from Bemis Bro. Bag Co., Minneapolis 15, are designed to be used in any kind of an institution needing dividers for large areas. The walls feature a new compactness, nylon rollers for easy operation, lightness in weight, ease of maintenance,



Used as Stage Curtain

and fire and draft resistance. The economical walls can be ordered in heights up to 14 ft. and in any width. BemisWall is constructed of a fabric sheet impregnated and coated with fire-resistant vinyl plastic and is available in a wide variety of colors. BemisWall fabric forms the hinges with no internal

rods or internal mechanism which could break or present operational problems. It can be mounted to the ceiling or on tracks recessed in the ceiling, walls, doorways, or any other desired mounting. Some of the uses for BemisWall are: stage curtains, photographer's backdrop, and separation of work areas in shops and classrooms. Write for illustrated brochure.

(For Further Details Circle Index Code 0141)

### TWO GRAPHIC WORLD MAPS

A new series of wall maps presents the world-wide distribution of transportation and communication facilities in graphic form. The charts of *Transportation Facilities of the World* and *Communication Facilities of the World*, were designed by two professors of the University of Kansas. Transportation

facilities included are: railroads of all gauges, all-weather and season roads, airports with scheduled service, and seaports with more than 10 million tons of shipping. The communications map includes density of radio, television, and newspaper facilities in relation to population. Each map measures 64 by 44 in. and can be ordered with spring rollers in an octagonal steel case, or dissected to fold, with dustproof covers. Further information may be obtained from the publishers, Denoyer-Geppert Co., Chicago 40, Ill.

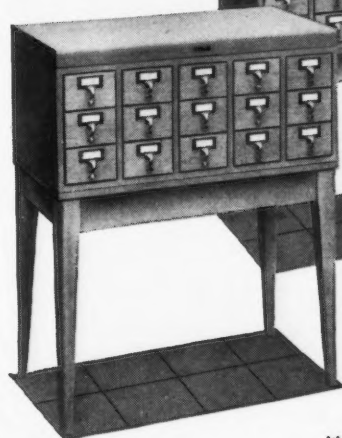
(For Further Details Circle Index Code 0142)

(Continued on page 102)

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## DESIGN for expansion

Top, base and fifteen drawer unit.  
Capacity—approx.  
18,000 cards.



Sliding Shelf and fifteen drawer unit added to basic unit.  
Capacity—approx.  
36,000 cards.

Sliding Shelf and five drawer unit added.  
Capacity approx. 24,000 cards.

Beautifully designed in clean, modern lines... to compliment any library decor. Created for expansion with economy... styled for harmony and simplicity.

Your choice of four attractive finishes:  
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Drawers are equipped with combination ring pull and label holder and easy to use self locking rods. Hardware on drawer front is of solid bronze, satin finish.

- IMMEDIATE DELIVERY
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## CATALOGS AND BOOKLETS

A most comprehensive explanation of a centralized school food service is offered in a new 40-page booklet, "The Satellite System of Food Service." School administrators and architects should write for a free copy from **Lincoln Mfg. Co., Inc.**, Fort Wayne, Ind.

(For Further Details Circle Index Code 0143)

"The Facts About School Furniture Today" is a new 16-pp. booklet from **American Seating Co.**, Grand Rapids, Mich. The book gives an objective appraisal of the advantages and limitations of basic types of classroom seating. Send for a copy.

(For Further Details Circle Index Code 0144)

"The Human Factor in the Language Laboratory" reviews teaching methods and the role of electronics in modern education with its advantages to teachers and students. This booklet and other descriptive literature about language laboratory teaching are available from **Magnetic Recording Industries**, New York 11, N. Y.

(For Further Details Circle Index Code 0145)

A booklet to aid in the selection of apparatus and supplies for secondary school biology is free from **Central Scientific Co.**, Chicago. Bulletin B-9 includes apparatus for basic individual or group experiments.

(For Further Details Circle Index Code 0146)

Catalog No. C59, from **A. J. Nystrom & Co.**, Chicago 18, is fully illustrated and in color. It describes the firm's 1959-60 maps, wall charts, globes, and anatomical models.

(For Further Details Circle Index Code 0147)

## TEACHING AIDS

An illustrated wall chart and a comprehensive checklist, free from **Bon Ami Institute**, New York 22, detail household cleaning operations. These teaching aids are for use in the home economics classroom.

(For Further Details Circle Index Code 0148)

"Venezuela — A Resource Unit for Upper Elementary Grades," contains background material, suggested class activities, and a listing of current books, articles, films, etc., on this South American country. Free copies are available from Educational Section, **Creole Petroleum Corp.**, New York 20.

(For Further Details Circle Index Code 0149)

A colorful word puzzle book for elementary grades is offered by the **Cycle Tire Dept.**, **United States Rubber Co.**, Indianapolis 6, Ind. The puzzles are actually safety slogans and common sense reminders for bicycle riders.

(For Further Details Circle Index Code 0150)

**CORRESPONDING CODE INDEX NUMBERS TO  
BE ENCIRCLED CAN BE FOUND ON THE CARDS  
IN THE READER'S SERVICE SECTION**

## MANUFACTURER'S NEWS

Perry C. Goodrick, former president of **National Sports Co.**, Fond du Lac Wis., was honored at a recent testimonial dinner for his 40 consecutive years with the firm. Since his retirement last August, he has served as a consultant for the company. **National Sports Co.**, a subsidiary of **J. M. Nash Co., Inc.**, Milwaukee, manufactures gym suits, mats, and cheerleader uniforms.

**Alvin and Co., Inc.**, Windsor, Conn., has recently opened a new 10,000 sq. ft. warehouse. The company manufactures drawing and drafting instruments.

Give a **PLAY** this year . . .

## "A Garden of Flowers"

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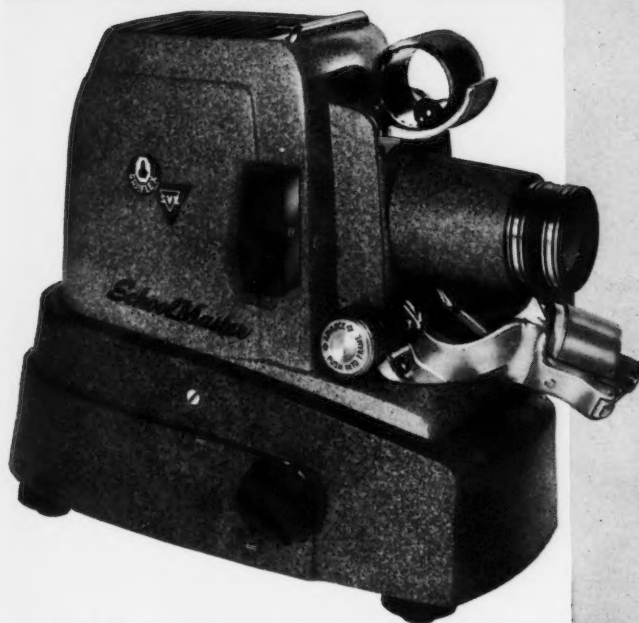
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